SAFETY

NOVEMBER, 1959
Two Sections • Section One

Education

A MAGAZINE FOR TEACHERS AND ADMINISTRATORS

The Day They Lower the Mike

See Page 10

There's no 'too often'

A stupid and terrifying experience, Chicago citizens called it. Thousands were outraged when city officials sounded off the air raid warning sirens to salute and celebrate the White Sox pennant victory.

Hearing the sirens, many people believed the city was under attack and fled to their basements or into the streets. Switchboards at newspapers, city hall, radio and television stations were flooded with frantic calls.

Federal civil defense authorities are investigating whether Chicago committed a crime in using the sirens. They said the sirens are part of a national alert system used only as warning for an attack. However, the local acting civil defense director felt the people were at fault, because he said, "They would have known there was no air raid if they'd tuned their radios to CONELRAD," (frequencies 640 and 1240, reserved for emergency broadcasts.)

Citizens were furious—and rightly so. However, it's not our purpose here to expound moral judgments. We don't intend to discuss cause. More important now is the result —an unguided, uninformed and panicked public.

The people who have the job of guiding and informing—in this case, the civil defense authorities—have told the public what to do. We've been told that a long, steady blast means "attack alert" and we've been told to tune our radios to CONELRAD for direction. We've also been ordered *not* to use our phones.

We've read that when in a building, if there is no prepared shelter, we should go to the basement or to a room on the first floor and to *stay* until told to leave.

But when "tested," so to speak, in the Chicago siren fiasco, we did all the wrong things. Either we didn't bother turning on our radios, or we bottled up the telephone lines or we ran out into the streets. Apparently, we were too relaxed about all the civil defense instructions previously.

Ever wonder how your *school* would score if "tested" in an emergency evacuation? You've certainly done your job in telling students what to do, where to go and how to act. But will they?

You can "test" your students with a surprise, blocked-exit fire drill and a surprise emergency school bus evacuation. Evidently, there's no such thing as "being told too often." Repetition, in such cases, is *practice*.

nnm

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Contents of SAFETY EDUCATION are regularly listed in "Education Index."

Statements and opinions in signed articles are personal expressions of the authors, not necessarily those of the National Safety Council.

SAFETY Education

A MAGAZINE FOR TEACHERS AND ADMINISTRATORS

Volume XXXIX No. 3 Section One

Nancy Nupuf Margolis, *Editor*
Robert O. Jones, *Advertising Manager*

CONTENTS for NOVEMBER, 1959

Of Interest to All

Bulletin Board 9
Evaluating Free Materials
—*C. Frazier Damron* 19
Have Gun—Won't Trifle 20
The Title Page 22
Home Lighting
—*safety education data sheet no. 91* 23
Empire Builders or Essential Positions
—*forum in print* 26
New Products 38
Mail Box 40

Of Specific Interest

Elementary

The Day They Lower the Mike
—*Frederick J. Gillis* 10
Elementary Safety Lessons
—*James Mann* 29

Secondary and College

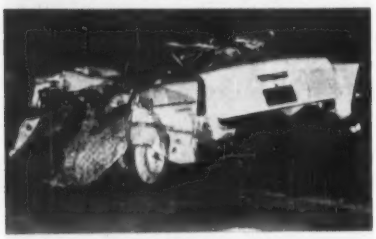
Student Papers Campaign—and Compete
—*Earle F. Heffley* 2
Changes Bring New Needs in Home Econ Classes
—*Mary Hawkins* 5
Teachers Skid with Skill
—*Charles Peter Yost* 14
Secondary Safety Lessons
—*Vincent McGuire* 33

Chartered by the Congress of the United States

SAFETY EDUCATION is published monthly, September through May, in two sections, by the National Safety Council, 425 N. Michigan Avenue, Chicago 11, Illinois. Entered as second class matter, September 13, 1939, at the Post Office in Chicago, Illinois, under the act of March 3, 1879. Copyright, 1959, by the National Safety Council. Printed in the U.S.A. Subscription (net price) $3.75 a year. Reduced prices for quantity orders.

Student Papers Campaign—

Death Finds a Seat on the Highway!



And This Is the Result!

Illustrating the unseen passenger—death, this U. of Texas student scored first prize.

Fighting the teenage traffic problem through high school and college newspaper campaigns, journalists win national awards for their articles and cartoons.

By Earle F. Heffley

TEENICIDE—the involvement of young drivers in a disproportionately high number of fatal traffic accidents—is a mounting national problem.

Last year, for example, drivers under 25 years of age—about 18 per cent of total drivers in the U. S.—were involved in 27 per cent of all fatal accidents. National studies in recent years indicate that under-25 drivers are in twice as many fatal accidents for the number of miles they drive as drivers over 25.

The answer? Not lack of skill, for young people—with faster reflexes and sharper vision—are better equipped physically to drive than their elders. In many cases they are better trained through high school driver education programs.

Aptitude works in favor of these young drivers but it often is offset by improper attitude—attitude which probably stems from the poor example set by parents and other adults.

The Kemper Insurance organization, which coined the word *teenicide,* has enlisted the support of young people themselves in a continuing campaign to make the term obsolete. The purpose of this campaign is to impress youngsters with the realization that driving is a privilege which comes with maturity, a privilege which must be merited continually by consideration for their own and others lives.

As part of its year-'round accident prevention program, the Kemper group sponsors two unique traffic safety contests designed to encourage the development of safe driving attitudes among young drivers and pedestrians.

Colleges and high schools from all 50 states, the District of Columbia, Canada and Guam have participated in these contests.

One competition, inaugurated in 1948 by Lumbermens Mutual Casualty Co., is directed to college and university students. The other, sponsored since 1956 by American Motorists Insurance Co., goes into the high school classrooms to put students to work as safety leaders.

Both contests utilize the influence of the student newspaper to provide young people with leadership from their fellow students—a plan of action deemed to have much more impact and more lasting effects than the advice and counsel of outsiders.

School publications and student journalists have shared cash prizes totaling $33,675 in the two contests for newspaper campaigns, editorials, feature articles, photos and school-wide traffic safety activities.

Earle F. Heffley is secretary, Kemper Insurance Central Automobile Safety Committee, Chicago, Ill.

and Compete

Foolishness of reckless drivers was aptly portrayed here and won Mississippi high school artist top honors.

Awards for the newspaper campaigns are offered in two categories according to frequency of publication so as to offer real opportunities for schools with large or small enrollments. Winners have included one school in a metropolitan area of almost eight million population and another in a rural community of 648 residents.

Since the origin of the college newspaper contest on safe driving 11 years ago, 55 different colleges and universities from 28 states have shared 111 cash awards amounting to $23,150. Sixteen college newspapers have won awards in more than one contest.

Each year, three cash awards ($500, $250 and $100) are made for the three best publication campaigns in daily and non-daily categories. Four individual awards of $100 each are presented for the best cartoon, editorial, feature and photograph.

Most frequent winners among daily college newspapers have been the *Daily Trojan* of the University of Southern California and *The Battalion* of Texas A&M college.

Two Ohio schools—the College of Steubenville and Miami University—have been the most successful in the non-daily field.

California colleges and universities have captured 19 awards in the college contest. Texas and Ohio schools rank second and third in the state-by-state breakdown with 18 and 17 awards, respectively.

The college contest is conducted each year just prior to the Christmas holidays when students are taking to the highways returning home or visiting friends and relatives. Material submitted for judging must have appeared in the college publication during a one-month period prior to mid-December.

Entries are judged on the basis of originality of material, method of presentation to the reader and general effectiveness and vigor of the campaign or individual entry.

Contest judging has been held in all sections of the country. Judges have included such prominent leaders as newspaper publishers Eugene Pulliam of the Indianapolis *News and Star* and George C. Biggers Sr. of the Atlanta *Journal-Constitution;* Los Angeles police chief William H. Parker; former National Safety Council President Ned Dearborn; author Clarence Budington Kelland; former House minority leader Joseph Martin; U.S. Treasurer Ivy Baker Priest; Pulitzer prize-winning cartoonist Bruce Russell; and many other nationally known business executives, government leaders, educators and newpapermen.

Appraising the contest, Mrs. Priest said: "As a mother of three children, I am delighted to note the interest and active participation in traffic safety on the part of our youth. It testifies to their level-headed approach to the age of speed in which we live. The fine creative presentations published in campus newspapers by and for students throughout the country have surely stimulated the thought and behavior which mean the saving of many lives."

It is rather difficult to measure directly the degree of success of such a traffic safety program. However, one report from the University of Kansas *Daily Kansan* compared its first safety campaign results in 1952 to the prior year. In 1951, without a campaign to promote safe driving, there were six traffic accidents involving 13 University of Kansas students resulting in five deaths. In 1952 there were only two accidents involving students and in neither case was the injury fatal.

turn page

WE OWE IT TO JOE—Today's safety issue is dedicated to Joe Martinez, a senior killed in an automobile accident last January. We're driving more safely now and a little more sadly, too, because of Joe.

High school cartoonist from Santa Cruz, Calif., used a local tragedy to emphasize safe driving and won a first prize.

Other gratifying sidelights to the contest involve the rewards to the schools and the students.

After the editor of the Bucknell University *Bucknellian* had won a top prize for his traffic safety editorial in 1950, he was offered jobs by three Pennsylvania newspapers.

The University of Southern California *Daily Trojan* has invested its prize money in a dark room and other photographic equipment. The school's lab is one of the most modern photography installations of any university paper in the country.

In the high school contest, 111 cash prizes amounting to $10,525 have been awarded to 72 high schools from 28 states.

Twenty-nine cash awards are made in this contest each year—10 each for newspaper campaigns in the two publication categories ($200, $150, $100, $75 and six $50 awards) and two each of $100 for best cartoon and best feature. In addition, five prizes ($200, $150, $100, $75 and $50) are awarded to high schools having the outstanding school-wide auto safety programs carried out or inaugurated during the contest period each spring.

Entries in this later category may include coordinated school traffic safety programs, safety assemblies, safe driving contests, poster displays, student traffic safety shows on local radio or TV stations or any other student-originated activities.

The National Association of Secondary School Principals has placed the American Motorists High School Competition on its approved list of national contests and activities.

Murrah High school of Jackson, Miss., has won awards in all four contests as has Warren Easton High of New Orleans, La.

Eleven high schools have been three-time winners in the four contests to date. A state-by-state breakdown again shows California schools to be winners of the most awards—19. Texas, Mississippi, Arizona and Washington rank behind California.

The school-wide safety program which merited a first prize two years ago for Glenbrook High School, Northbrook, Ill., provides a good example of how student ingenuity and planning are put to work in the contest.

When Glenbrook student leaders decided to sponsor the campaign, they organized it as a joint project of *Torch*, the school newspaper, and the school's driver education department.

The *Torch* staff developed feature and news articles, slogans and cartoons on the subject of *Back the Attack On Traffic Accidents*, theme of the National Safety Council's 1957 traffic safety program. Throughout the week, traffic safety reminders were broadcast over the school's public address system. Posters were displayed throughout the school to remind students of stopping and driver reaction times and local traffic laws.

In addition to their usual assignment of teaching the fundamentals of driving and providing practical experience, the driver education instructors devoted considerable time to explaining the importance of cultivating proper mental attitudes.

The Glenbrook student leaders developed a school traffic code book which prescribed rules and regulations for driving cars by students in and around the school. A student traffic court, patterned as closely as possible after municipal traffic courts, was established to provide teeth for the code.

"Young men and women—not as individuals, but as a group—constitute our most serious problem in traffic safety," says James S. Kemper, chairman of the boards of Lumbermens and American Motorists.

"The driving habits they are forming in their teenage years will be reflected in our accident statistics for many years to come."

The college or high school newspaper, Kemper believes, provides the most effective means of reaching young drivers.

"Written by and for the young people, the student newspaper can do much to encourage safe, courteous driving and thus help to reduce accident frequency in the 15 to 24 years age group●

By Mary Hawkins

correlation series No. 3

Changes Bring New Needs in Home Econ Classes

Possible developments during the next decade will certainly involve home economics bringing other needs in the safety field.

Change	Significance to home economics	Relationship to accident prevention
Increased number of aged persons in population.	Will affect all areas of home economics; following are those where home economics may be of greatest help in accident prevention.	
	Foods	Sanitation — dissemination of information about safe handling and storage of foods for elderly.
		Safety in food preparation, use of cooking fuel and utensils.
	Clothing	Material and design of clothing to lessen possibility of clothes catching fire or causing falls or other accidents.
	Textiles	Fireproof, whenever possible.
	Household equipment and furnishings	Designs that provide safe use for persons who are infirm or have poor muscular control.
	Housing	Development of new safety features—such as safe ways to provide extra heat needed by the aged—education of aged and their families in value of safety features already developed.
	Family relationships	Need for all members of family to understand and accept physical and mental changes that come with aging and make adjustments.
	Home management	Where elderly person is responsible for homemaking, methods suitable to her capabilities should be worked out.

turn page

Mrs. Hawkins is editor of publications, American Home Economics Association, Washington, D. C.

Using tongs and holder, students learn safe use of tin can sealer in food preservation class at University of Wyoming.

Change	Significance to home economics	Relationship to accident prevention
Continued increase in number of married women working.	Education and assistance in home management principles and techniques.	Development of safe short cuts in food preparation and homemaking.
	Equipment	Use of automatic appliances whenever possible and those with safety devices to turn themselves off should the homemaker leave the house.
		Study of accidents caused by haste; education about such accidents through adult education, mass media; design supplies and equipment to eliminate such hazards.
	Food products	Products and packages that present no hazards when used in haste.
	Housing	Housing for easy maintenance—remembering that the employed homemaker and her husband may be more likely to do "do-it-yourself" repairs than if they could be at home when the service or repair man came.
		Safety features such as medicine cabinet that locks securely; elimination or safe storage of poisonous products, matches, etc. may be more necessary if there is less adult supervision of young children.
	Family relationships	Good family relationships are especially important to avoid accidents by cutting down on over-fatigue of homemaker and by children's observance of safety rules laid down by parents even if parents are absent.
Greater inter-weaving of roles of family members.	Need for all members of family to understand principles and many of the techniques of homemaking.	All members of family should understand some of the hazards of homemaking activities and principles of accident prevention in the home.

Junior high students at Lew Wallace School, Gary, Ind., find they need safety tips to work with electric appliances.

Change	Significance to home economics	Relationship to accident prevention
Greater sharing of activities and hobbies; example: women may do more fishing and boating, men more cooking.	Include in education concerned with family activities and use of leisure time.	Information about safe participation should be extended to both men and women.
Mobility of families.	Greater need to help families develop ability to select a suitable new community and to adjust to the new environment.	Families moving to new and possibly quite different climate, environment, or type of housing should have some help in recognizing safety precautions of new environment—for example, a family moving to a tornado area should know what to do in case of such a storm.
Transportation—increase in speed and in distances covered.	Similar to above.	Transportation is a major accident problem in itself; it may also be a contributing factor to some other accidents because it can so quickly transport persons and families to unfamiliar environments in which they may not recognize the hazards.
Drop in rural population.	More homemakers need help in urban homemaking.	Less emphasis on typically rural accidents and more on those more likely to occur in cities.
Increase in meals eaten in restaurants.	Important to home economists in institution administration and dietetics.	Constant attention to sanitation and care in food handling as well as need to provide safe environment in eating places.
Marriages at an earlier age and children born to younger parents.	Education in family relationships and child development must be given at an earlier age.	Secondary school education must include child care and safety for parents as well as baby sitters.
Problems		
Radiation.	Threat to health must be watched.	All professions must help in disseminating accurate information on dangers.

turn page

Problems	Significance to home economics	Relationship to accident prevention
Mental health.	Maintenance of good mental health can be part of family relationships.	Good mental health can help to prevent accidents — just as poor mental health may contribute to accidents.
Conservation of resources such as water.	Promotion of conservation through developing good homemaking practices that will conserve water or other resources.	Conservation methods and substitutions must be safe.
Lack of availability of artisans.	Selection and use of supplies and equipment with regard to availability of skilled workers.	Homeowners are tempted to undertake projects beyond their skill or requiring tools the layman is not trained to handle safely.
	Do-it-yourself projects undertaken by homemaker or home owner should be done carefully.	Do-it-yourself industries have changed some products to make them more easily (and hence more safely) handled by laymen. This trend should be encouraged.
Development		
Scientific progress.	Can affect almost all areas of home life.	Specialists in all the professions will need to keep abreast of scientific progress and alert the public to possible hazards.
More leisure time.	Families and individuals should be helped to appreciate the value of constructive use of leisure time.	Safe ways to spend leisure should be emphasized—special equipment and facilities, such as home swimming pools, should be carefully controlled.
Availability of sources of great power.	Teach appreciation of power in lightening the work of the home.	Users should be taught respect for power and how to use it safely—for instance, in power mowers, electric tools.
Housing beyond city utilities.	Give family some knowledge of special considerations for housing in rural areas.	Increase knowledge of proper methods of installing water supply, plumbing, power, etc. for homes in outlying areas.
New materials.	Those proposed for home uses should be evaluated and information about them be given to homemakers.	Any hazards in new materials should be called to attention of public—as well as hazards that may arise from the use of the material (or its misuse) in an unexpected way.
New finishes available for textile materials.	Consumers should be taught the value of the various finishes and how to select them wisely.	Finishes — such as fireproofing — can help prevent accidents.
Increased use of small electric appliances in the home.	Teaching about electricity and selection and use of these appliances.	Encourage care in design and manufacturing; promote information on electricity.
Increased use of group medical programs.	Incorporate information on these programs in home nursing courses in secondary schools.	Teach the relationship between good physical health and lower accident rate.
Increased awareness of needs of handicapped and chronically ill.	Develop programs of homemaking education and methods of homemaking for these groups.	Special disabilities of these groups should be considered●

BULLETIN BOARD

Golden workshops

Ways to help children fulfill their creative potential will be *the* item of business at the Golden Anniversary White House Conference on Children and Youth in Washington, March 27 through April 2, 1960. Honorary chairman, President Dwight D. Eisenhower will invite about seven thousand youth and adults from 500 national organizations to participate in workshop sessions dealing with youth from an interdisciplinary approach, rather than from a specialist approach.

Idea counts, not art

Keynotes of the all-state safety poster contest in Ohio were the idea and its presentation, not art. Open to all students in grades 7 through 12, the contest was sponsored by the Ohio Department of Education, the Industrial Commission of Ohio and its division of safety and hygiene. Winners from the nine safety areas each received a plaque and one for their school.

Teens dig "this stuff"

Teenagers across the country tackled the traffic problem in these ways: Annapolis, Md.—arranged a surprise safety check on student cars; Weslaco, Tex.—piled a mound of dirt on school corridor, decorated it with a grave wreath and epitaph reading: "Don't dig me now, Daddy-O; cause I'm real GONE." In Springerville, Ariz., teens draped a casket in black, planted it on the school's front hall and bannered it: "Death is so permanent, drive carefully." Springfield, Ill., students ran a safety slogan contest and came up with some of these gems: "A road-hog sooner or later gets slaughtered." "One mile faster could bring disaster." "Drive safely—get your flat tops in the barber shop."

Patrols parade

Honoring the school safety patrol in San Francisco, Calif., a special parade was presented. Marching together were the school patrols and the police officers—a dramatic display of the close teamwork which has helped to make their safety program successful. Paying tribute to the patrols were police officers, city officials, civic leaders and school board leaders. Other communities throughout California also held reviews.

Dads got job done

When fathers in Corpus Christi, Tex., wanted speed limits cut along a school route, they approached the business-like city council in a business-like manner. The male PTA members presented the council with facts, figures and photographs to plea for lowered speeds. They proved that drivers would arrive home only two minutes later, if the speed were lowered from 45 mph to 30 mph. They won their case: in two weeks, speed limit was cut to 30 mph and 15 mph traffic zone was created around the school.

The Day

"My name is Loren Wilmot. I'm 11 years old and I'm on the safety patrol at Kingman School. Please drive carefully—"

Accident prevention hints and pet peeves about drivers were aired when safety patrols were on television show.

Two stories tell of two programs with one purpose—preventing accidents. Elementary students broadcast safety programs in Boston and Peoria.

PEOPLE stopped to listen when the "Spokesmen for Safety" were aired. They were a part of a Back to School Safety Campaign in Peoria, Ill., and they did more than their part.

The "Spokesmen" were members of the school safety patrol, selected to give 20 minute announcements over Station WMBD. They reminded motorists of the new dangers and special cautions required because of the start of the school year. The station decided to use the actual voices of patrol members for two reasons: children's voices attract attention and they would build prestige for the school safety patrol in the eyes of both motorists and schoolmates.

Since the parochial schools were scheduled to open a week before the public schools, the recorded spot safety messages—15 to 20 daily—began Sept. 4. More than 250 announcements were made in a 16 day period, during the hours of 8 to 9 a.m. and 3 to 4 p.m.

Here's how this big campaign was implemented. WMBD officials met with the members of the police traffic division who supervise the school safety patrol. They outlined 10 specific "back to school" safety problems—problems involving either motorists, children or parents. Then the station assigned a copywriter to work up 10 safety messages dealing with those problems.

After consulting on the plans, Robert Burt, director of pupil services, Peoria Public Schools, and Father John Sweeney, superintendent of Catholic Schools, asked each elementary school in their jurisdiction to furnish one member of the school safety patrol to record safety spots.

During the last week in August, about 40 patrol members assembled at the radio station for a two-hour program filled with work and fun. The students first had a brief orientation conducted by station, school and police officials. Afterward, they immediately began the tape-recording sessions. Each patrol recorded one 20 second message—providing the station with more than 40 spots.

Next on the agenda—they appeared on a television program, where the coming safety campaign was explained to viewers. Many of the patrol members read their messages on camera. In addition, they held a discussion on their "pet peeves" regarding actions and attitudes of motorists driving through school zones during school hours.

Following are a few examples of the messages the boys and girls read. Each message started with:

to page 12

They Lower the Mike

Elementary class waits for "on air" signal to begin safety show. Right: Children arrive at station by chartered bus.

By Frederick J. Gillis

THE twentieth anniversary of the Boston student safety broadcasts was celebrated in January. The program, aimed at the prevention of accidents, is aired weekly in cooperation with the Boston Police Department.

The first broadcast was presented on January 28, 1939 by a group of sixth grade boys from the Chapman School in East Boston. The response from the listening audience was so great that the station, WORL, requested continuance of such programs.

Organization of the programs is designed to enrich classroom activities, and is one of many school projects promoting safety.

Each spring, a letter is sent by the assistant superintendent in charge of safety education to principals of all schools and districts and to other administrative heads, inviting them and their pupils to participate in the safety radio programs for the coming school year. A form is enclosed to be returned to the assistant superintendent, indicating preference of month, the topic of safety to be covered in the broadcast, the teacher in charge of the broadcast, and the signature of the principal or other administrative head.

From these returns, the assistant superintendent arranges the yearly program, aiming to fit the topic to the season of the year. Replies cover all grades, kindergarten through post graduate, as well as departments such as conservation of eyesight, special classes, Braille class, speech improvement classes. Before schools close in June, each school selected is informed of the agreed upon subject and date.

The individual broadcast may be a project for one grade or for all grades in one building.

The subject for a broadcast is often selected after class discussion. For example, pupils living near the ocean are acutely conscious of water safety. Those living in congested areas appreciate the need for good housekeeping in the homes and the elimination of rubbish from the alley, yard or street. Younger pupils present programs reciting correct practice in school conduct and yard play. An athletic group cites their experiences in safety by wearing the best type of equipment, by safety in action through proper coaching and practice and by the player's responsibility to keep fit. A class in clerical practice suggests the correct safety standards of the office worker.

Preparing the script becomes a cooperative enterprise with the teacher guiding and the pupils offering their suggestions based on safety

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Dr. Gillis, assistant superintendent, Boston Public Schools, has been in charge of the broadcasts since their inception.

education discussions in class. The band, orchestra or choral group often supplements the program with an ensemble musical presentation or instrumental or vocal solo. All the program participants are pupils. Frequently, the pupils write a portion of the script, maybe a safety rhyme set to a popular or traditional air.

The interest of school personnel in the program has increased yearly. The enthusiasm of the participating pupils and their schoolmates develops to the boiling point as the date of the broadcast approaches.

At the opening of the school year, a printed schedule of the broadcasts is posted in each classroom, shop and laboratory. Principals notify parents through their home and school associations. Very often, parents provide transportation from the school to the broadcasting station. Otherwise, transportation is a school responsibility.

The program thus unites all the facilities of the school and the cooperation of the parents. Perhaps this is the secret for the large listening audience which the broadcasting station reports.

In the early years of this program, the children presented their programs over the air on Saturday mornings. However, recently, the broadcasts have been tape-recorded at the broadcasting studies, usually on Thursday morning, and broadcast over the air the following Sunday morning from 10 to 10:30.

The department of audio-visual instruction cooperates by sending the radio coordinator to each school for a rehearsal the day before the recording. Although the program could be recorded in the school, we feel it would be an imposition on Station WORL. In addition, the visit to the studio, a tour of the broadcasting rooms, and the actual presentation of the program through a microphone in a professional broadcasting studio are excellent educational experiences for the pupils.

Early each September, the radio coordinator sends directions for the preparation of the program to each school or department scheduled for a broadcast. The radio time—30 minutes—is donated by Station WORL as a public service.

Introducing each broadcast is a police officer of the M-1 safety car. The assistant superintendent then gives a pertinent safety message (not more than four minutes), and following this, the student master of ceremonies assumes charge of the program.

After being presented on the air, the tape-recording is available for school assemblies, home and school association meetings and other occasions.

Over the 20 year period, safety experts from the police department, fire department, traffic commission, industry, Massachusetts Safety Council and Registry of Motor Vehicles have appeared on the program. Members of the Boston School Committee, the superintendent of schools and others engaged in the fields of education and safety have also taken part. In each instance, the speaker used the brief time usually allotted to the assistant superintendent.

Teachers in charge of the broadcasts file their scripts in the administration library at School Committee Headquarters. Thus, a substantial collection of safety program scripts has been assembled, available for consultation by all members of the school personnel.

Over the years, pupils representing practically every grade level and special department have participated. The enthusiasm of head masters, principals, directors and, above all, the classroom teachers has been responsible for the success of the program●

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from page 10

My name is ————. I'm — years old and I'm on the school safety patrol at ———— school.

▶ Please drive carefully, not only in the school zones, but also on the side streets where there is no school patrol to help the children cross the streets. Thank you.

▶ On rainy days many automobile drivers become impatient and careless. But remember, children become impatient and careless too. On rainy days drive more slowly and keep on the lookout for children who may dash across the street in front of you. Thank you.

▶ Mothers—when picking up your child, don't double park across the street from the school. Double parking encourages them to run across the street in the middle of the block—often without looking. Don't invite your child to an accident. Thank you.

▶ The state law says you can be arrested for speeding anytime you're driving too fast for conditions. Remember that conditions in a school zone always call for a much lower speed.

For their work in the field of accident prevention, the station in 1954 received an NSC Public Interest Award. This was the second year of the Back to School campaign—concentrated programming for accident prevention.●

The "Show Me" State takes a look at Driver Education

By Mr. Homer B. Taylor, Chairman
Citizens Fact Finding Committee
University City, Missouri

In 1958 the Board of Education of University City, Missouri appointed a Citizens' Fact Finding Committee to ascertain all possible facts on Driver Education in the community and submit recommendations to the school board.

The Committee based their investigations on three questions:

1 IS THERE A NEED FOR DRIVER EDUCATION?

An extensive study was made of Driver Education reports from universities and associations throughout the country. Without exception, wherever exact figures were cited, these reports showed that trained high school students compiled much better driving records than did their untrained contemporaries. For example, in Ohio the figure was 50% fewer accidents for students with driver training; in Wisconsin, 75% fewer accidents and 50% fewer arrests; in Delaware, 25% fewer warnings, 30% fewer arrests and 40% fewer accidents. The value of driver education seemed quite apparent.

2 WHOSE RESPONSIBILITY IS DRIVER EDUCATION AND IS THERE AN AGENCY OTHER THAN THE SCHOOLS WHICH MIGHT DO A BETTER JOB?

Again the Committee analyzed many reports and talked to many people—primarily commercial driving schools and parents. Our findings can be well expressed by summarizing the statements of one AAA approved driving school executive:

"If a commercial school gave the student as much classroom instruction as is given in the high school, the cost would be prohibitive." He also pointed out the classroom work is *essential to teaching proper driving attitudes* — an area which is perhaps even more important than the simple mechanical skills. Nor did he feel that parents could do an adequate teaching job. Most parents, he observed, are not properly qualified to teach driving and all too often simply "teach their children their own bad habits."

3 IF DRIVER EDUCATION IS THE JOB OF SCHOOLS, THEN WHAT ADMINISTRATIVE PROBLEMS MUST WE CONSIDER?

The Missouri State Department of Education recommends a driver education course requiring 60 hours of classroom work and 6 hours of behind-the-wheel instruction per student.

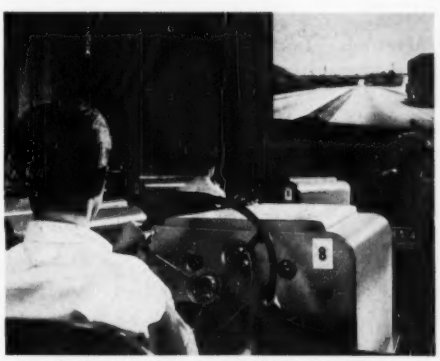
After much study we concluded that driver education in University City could be accomplished most effectively by using Ætna Drivotrainers. This proven teaching aid would permit us to instruct all of our students with 5 teachers, whereas 7 would be required with dual control cars alone. Savings would amount to $9.00 per pupil, which would amortize the cost of the Drivotrainers in two years.

We could see other advantages in the Drivotrainer program, too. Emergency driving situations which could not be duplicated on the road are created on film in the classroom — one of the many ways in which the Drivotrainer helps to develop superior skills, attitudes and judgment.

After studying the subject from every angle for six months, the committee was unanimous in making these recommendations to the school board:

1) *Driver education is necessary for boys and girls approaching the driving age.*
2) *Driver education should be taught in the University City Senior High School.*
3) *The driver education program should be expanded to give each student the state recommended course* and could be done most effectively and economically with the purchase of a 15-place Drivotrainer.

We are pleased to say that the Board of Education adopted our recommendations. It is also gratifying to note that a professional survey among a sample group of 1000 University City residents has indicated overwhelming approval by parents of the driver education program. The exact figure — 81% in favor!



ONE TEACHER TRAINS 15 STUDENTS AT A TIME in this modern Drivotrainer classroom. Each "car" is equipped with the instruments and controls of a real automobile. The system employs motion pictures to simulate actual driving conditions.

Development of the Drivotrainer was financed by the Ætna Casualty and Surety Company as a contribution to education, and highway safety. Ætna Casualty has no financial interest in the sale of Drivotrainer equipment but continues its public service support of the program through production of Drivotrainer films and other teaching aids, assisting in teacher training, and supplying an educational liaison service to Drivotrainer users.

Drivotrainer equipment is manufactured, sold and serviced by the Automatic Voting Machine Division of the Rockwell Manufacturing Company, Jamestown, New York.

For further data on the Ætna Drivotrainer, please write to:

INFORMATION AND EDUCATION DEPT.

ÆTNA CASUALTY AND SURETY COMPANY

Affiliated with Ætna Life Insurance Company
Standard Fire Insurance Company • Hartford 15, Connecticut

Teachers Skid With Skill

Chairman reports results and experiences of the winter driving pilot study for driver education instructors.

By Charles Peter Yost

On January 28, 1959, 11 persons assembled at Clintonville, Wis., to apply the accumulated knowledge of 14 years of experimentation by the National Safety Council's Committee on Winter Driving Hazards.* The project was called "Pilot Study on Winter Traffic Techniques for Driver Education Teachers." It was sponsored in conjunction with the Council's research project on winter driving hazards, which is conducted annually at Pine Lake near Clintonville.

This article will reveal the experiences and reactions of these 11 people (driver education teachers and supervisors) who for three days observed and participated in activities which involved driving cars on ice.

THE purpose of the Pilot Study was to give winter driving experiences to driver education teachers so that they could seek better ways to teach students how to drive safely on ice and snow.

Meetings—Two meetings were held daily: morning meetings dealt with briefing the teachers on the day's agenda, evening meetings evaluated the daily experiences. During the final meeting, the teachers formulated statements indicating their reactions to their experiences of the Pilot Study.

Safety procedures—The teachers learned safety ground rules during the morning briefing sessions. They were again reminded about specific hazards before entering the testing area and participating in a specific experiment.

*This 29-man Committee is composed of state and federal traffic safety authorities and representatives of automotive firms and commercial vehicle organizations. Dr. A. H. Easton, professor of civil and mechanical engineering and director of the motor vehicle research laboratory at the University of Wisconsin, is chairman of the Committee.

Dr. Yost is associate professor of physical education and supervisor of safety education, West Virginia University, Morgantown, W. Va.

Demonstrations—Professional test drivers demonstrated driving techniques in cars provided by automobile manufacturers. The teachers rode in the cars during demonstrations and noted "what was being done," "what to expect" and "how to drive on ice." After a specific maneuver, the car was stopped, questions were asked and explanations given. Anything not thoroughly understood was again demonstrated, until the teacher was fully informed on how the car would perform to specific actions of the driver.

Teacher practice—Upon obtaining full understanding of "what the car would do on ice," the teachers themselves drove the cars and executed these same maneuvers. The demonstrations and teacher practice occupied the first two days of the Pilot Study.

Application of teachers' experiences—The last day of the Pilot Study was devoted to applying what the teachers had learned. A total of 12 teenage students (registered for driver education classes in Wisconsin high schools at Clintonville, New London and Seymour) received practice driving instructions from the teachers. After the students completed the various skills, they were asked to give their reactions both to the skills practiced and to the teaching techniques of the teachers.

Teacher Driving Experiences

Locked-wheel skids—At speeds of 20 and 30 mph (depending upon ice surface conditions) the teachers experienced a "locked-wheel skid." During this type of skid the teachers found that they could not control the car through steering; they steered full right and left while skidding, with no effect whatsoever on the direction of the car.

To further realize the loss of steering control during a locked-wheel skid, teachers drove the car directly at an object (rubber cone) on the ice. Approximately 100 feet from the cone, the brakes were applied causing the car to skid toward the cone. While skidding, the wheels were turned with no effect on the direction of the car. Upon nearing the cone, however, the brakes were released, steering control was regained, and the car immediately turned in the direction the wheels were turned.

Intermittent application of brakes—The teachers realizing the lack of steering control during a locked-wheel skid, experimented with applying the brakes in a "fanning" or "pumping" action. The important fact learned from repeated trials was that *steering control could be maintained* through intermittent application of the brakes. However, no appreciable difference in stopping distance was noted between the intermittent application and the locked-wheel stop.

Ed note: Past test programs of the Committee on Winter Driving Hazards have noted shorter stopping distances by pumping brakes. However, it takes a very experienced operator to accomplish this.

Spin-skids—These skids were induced through "fish-tailing" or occurred while driving on curves. (At times when the teachers were experimenting with locked-wheel skids, the car would suddenly enter into a spin-skid, i.e., the car would actually spin several times until it stopped because of lack of momentum or because the car would spin into a snow bank.) The teachers found that *early correction* was necessary to prevent a spin-skid. If control of the car was not maintained by early correction, a critical angle was rapidly reached beyond which it was impossible to recover control of the car. (This angle was dependent upon speed and ice conditions.) Other observations were that continual car control could be maintained

Student is reminded to adjust seat belt before beginning her instruction in winter driving skills and experiences.

Driver education instructors learn the proper installation of chains by first laying them out flat and removing kinks.

by *avoiding over-correction,* and that both acceleration and deceleration during a skid could result in critical skids because of braking action.

Driving on curves—A large circle in the testing area provided for driving on curves. The teachers entered the circle and determined the maximum speed at which the car would maintain the course (critical speed). At or near the critical speed the teachers observed the ease with which a "power spin" could be induced through slight acceleration. They also observed that applying the brakes caused a tangent (straight line) skid. Recovery from this skid was possible, in most cases, by restoring steering control through release of the brakes and re-establishment of proper acceleration control to correspond with the speed.

Stopping distances—The teachers experimented with stopping distances on ice while using regular highway tires, snow tires and tire chains. They found no appreciable difference in using highway tires or snow tires. However, tire chains greatly provided for better traction and hence resulted in shorter stopping distances.

Ed note: Average figures for 20 mph developed by the Committee on Winter Driving Hazards are: regular tires, 195 ft.; snow tires, 174 ft.; reinforced tire chains, 77 ft.

Stopping the car through use of the parking brake—The teachers drove the car at 30 mph and locked the rear wheels by use of the parking brake. (The parking brake affects the rear wheels only.) They found that the parking brake invariably caused the car to skid at least one-half turn.

Applying tire chains—The teachers observed and practiced proper techniques of applying tire chains.

The "evasive action" experiment—The final experience was called the "evasive action test." This test consisted of steering the car through a series of rubber cones, negotiating a curve through proper braking technique and/or steering, avoiding a barrier, and stopping the car in the shortest distance possible. The barrier (cardboard) represented a hazard (something to avoid) and was to be seen only as the driver entered the curve.

Two teachers took the "evasive action test" before practicing the various skills of steering, braking and other activities designed to familiarize them with driving on the ice. Both teachers were unsuccessful—they hit the barrier (primarily due to improper braking techniques) and lost complete control of the car.

Six of the high school students (Group I) negotiated the evasive action course prior to receiving practice driving instruction. They again took the evasive action test after receiving proper practice driving instruction. (Instruction believed to be proper progression in teaching the students "how to drive a car on ice." This instruction was based on committee tests and the teachers' experiences during the two previous days.)

The remaining six students (Group II) received proper practice driving instruction *prior to* participating in the evasive action test.

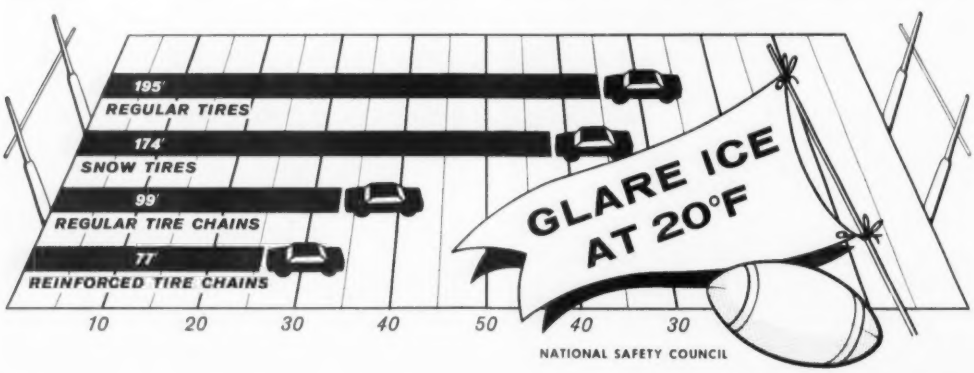
All students in Group I failed the test during the first trial; however, five passed the test after receiving proper instruction.

All students in Group II successfully passed the evasive action test on the first trial.

Teacher Reactions

1. Experimenting with applying the brakes during various types of skids demonstrated how helpless a driver is whenever the brakes are applied and held.

The teachers could not agree on any *one* word to describe the desired braking action, i.e., "intermittent application," "pumping brakes," or "fanning brakes." They did, however, agree on the principles involved in braking



on ice. Theoretically, a driver achieves the most effective braking force by applying the brake to a point just short of locking the wheels. However, extensive practice is needed to develop this delicate "touch" or "feel" of the brake. Since skillful practice of this technique is impractical for the average driver, the teachers suggest the following technique for emergency stops on ice:

a. Apply the brake in a "squeezing" fashion until the wheels lock. (The point where the wheels lock varies with the road surface—the lower the coefficient of friction of the surface, the less effort required to lock the wheels. The driver can determine when the wheels lock through "sound" and "feel.")

b. Release the brake pedal just enough to permit the wheels to turn, thereby enabling the driver to maintain steering control.

c. Repeat "intermittent brake application" until the desired action is obtained. The important fact for each driver to know is that *the wheels of his car must be rolling in order to steer.*

2. It is important that the driver recognize a skid "early" in order to initiate correction before a skid becomes critical. Special care must be taken not to over-correct during a skid, for over-correction may lead to a counter-skid.

3. The parking brake should be used exclusively for holding the car in a stationary position except when the service brake fails. The teachers agreed to encourage all driver education instructors to use the term "parking brake" rather than emergency brake.

4. It is difficult to determine how slippery ice is by merely looking at it. The educational implication is that drivers should periodically check the "feel" of the ice by applying the brakes. This obviously should be done when conditions warrant "checking the feel of the ice."

Ice is not uniform. (On January 29, 1959 the ice was "sticky" due to rain and sleet that fell during the previous night. This rain and sleet froze and formed a "rough-bumpy" ice surface on the test area.) The teachers were impressed with the fact that such conditions as well as temperature affect the "slickness" of ice.

5. Driving with and without chains on ice convinced the teachers that all drivers should be encouraged to use chains when driving on road surfaces which contain ice. (During the stopping distance experiments the teachers, when driving cars equipped with regular highway tires and snow tires, stopped cars in approximately 200 ft. at a speed of 20 mph. These same cars when equipped with reinforced chains on the rear tires, and while traveling at identical speeds, 20 mph, were stopped in approximately 75 ft. Using chains on both front and rear tires resulted in stopping distances of shorter length.)

The teachers agreed to suggest the following procedures for proper installation of chains:

a. Lay chains out straight—remove kinks.

b. Fasten chain to rear of tire with applier.

c. Move car forward—one revolution of wheel.

d. Remove applier—pull both side chains down with sawing motion making chains fit snugly to tire.

e. Fasten inner fastener first—outer fastener second—making fit as tightly as possible by hand.

f. After a few miles check to see if chains may be further tightened. This will double life of chains.

g. Properly applied chains do not require adjuster or spreaders.

h. Chains should not be too tight; as snug as possible by hand.

6. The teachers realized that the high school students were initially uncomfortable and ill at ease during the early phases of driving on the ice. With continued practice along with teacher help, the students gained confidence and exercised skill and judgment in applying the brakes, and correcting for skids. All of the students said that their experiences made them have a better respect for slippery surfaces. Each of the 12 students felt "it would be wonderful if all students could have the opportunity to do what we did!"

7. The teachers agreed that any driver education instructor should have similar experiences before attempting to demonstrate and teach the skills involved in this Pilot Study.

8. The teachers said their experiences resulted in: (a) "new" information; (b) more personal confidence while driving on ice; (c) more insights regarding how to teach winter driving skills; and (d) better understandings of winter driving in general.

All of the teachers believed the experience at Clintonville to be highly beneficial both to themselves and to the high school students. They reasoned that many students learning to drive seldom have the opportunity to receive practice driving experiences under winter con-

ditions in driver education courses. These same students when driving on ice for the first time encounter emergency situations which call for proper steering and proper brake application. What will these students (future drivers) do during these initial emergency situations?

Will they automatically apply the brakes and attempt to steer their cars during a locked-wheel skid? Will they remember to apply the verbalism, "Steer in the direction of the skid"? If they do apply proper steering in the direction of the skid, will they over-correct resulting in a counter skid? Will they lose control of the car and become panic stricken? These questions are ones which will and can be answered only through future research; nevertheless, the *quite limited evidence* obtained from this Pilot Study indicates that well-informed driver education teachers can present proper teaching techniques which have the potential for helping students meet emergency situations.

Future plans involve exploring the following possibilities:

1. Making available the winter driving experiences to other driver education teachers and supervisors who are located in winter driving states.

2. Publishing a leaflet or manual dealing with teaching techniques of winter driving for driver education teachers.

3. Preparing suitable materials for inclusion in state courses of study for driver educators.

4. Preparing information which would help traffic safety officials develop areas and procedures for practicing winter driving skills.

5. Preparing a film dealing with teaching techniques of winter driving●

The following people participated in the Pilot Study and compose the Driver Education Committee on Winter Driving Hazards:

Bishop, Richard, Traffic Safety Center, Michigan State University, East Lansing, Mich.

Busch, James, Department of Public Instruction, Madison, Wis.

Cismaski, Duane, driver education instructor, Clintonville High School, Clintonville, Wis.

Davis, Virgil, driver education instructor, Office of Public Instruction, Springfield, Ill.

Eland, Ivan L., staff representative, National Safety Council, Chicago.

Floriano, LeRoy, Green Bay Vocational School, Green Bay, Wis.

McKay, Robert R., safety director, Ottawa Township High School, Ottawa, Ill.

Precourt, Ben, safety director, Wisconsin Division, American Automobile Association, Madison, Wis.

Shin, Robert, Traffic Safety Center, Michigan State University, East Lansing, Mich.

Smith, Lawton K., Driver & Safety Education Division, Portage Township Schools, Portage, Mich.

Yost, Charles Peter, associate professor of physical education and supervisor of safety education, West Virginia University, Morgantown, W. Va. (Chairman).

Set Up New Safety Division

A NEW division—safety and driver education—of the American Association of Health, Physical Education and Recreation has been established.

The purposes of the division are:

1. establish safety and driver education as a part of AAHPER-NEA in the minds of all educators and laymen.

2. provide for the interests and needs of Association specialists in safety and driver education and thus unify the profession.

3. allow the association to increase guidance through officers and headquarters staff to the safety and driver education program.

4. answer requests for more safety and driver education material.

5. set up convention programs on safety and driver education.

6. encourage all personnel interested in safety and driver education to become identified with the AAHPER.

7. provide leadership to set up policies and practices in Association work in safety and driver education.

To carry out these purposes, five sections of the division were set up: safety in school environment, recreational safety, driver and traffic safety, safety in physical education and athletics, and home and community safety.

Newly appointed officers of the division are: Chairman, A. E. "Joe" Florio, vice-president of AAHPER, University of Illinois; vice president-elect, Bernard I. Loft, University of Indiana; and special consultant, Herbert J. Stack, New York University.

Professional preparation of safety and driver education personnel is a primary project of the division, which will encourage colleges and universities to increase curriculum offerings in safety and driver education. The division will publish a newsletter and is initiating a program of audio-visual materials for the field●

Evaluating Free Materials

Safety resource materials are available free—if you know where and how to select for educational value.

By C. Frazier Damron

OPPORTUNITIES for learning are increased if a variety of quality resource materials is available to students. These materials are also a great help to the teacher in keeping up to date with current safety issues and in lesson preparations. There are two general types of resources that provide valuable aid to teachers of safety. One source is involved with personnel and the other with materials.

Personnel sources include persons who are authorities in the different phases of safety or representatives of industry, colleges and universities. The National Safety Council, American Automobile Association, National Education Association, National Fire Protection Association, National Board of Fire Underwriters, U. S. Dept. of Agriculture, Forest Service and insurance companies are other personnel sources.

Material sources include all of the audio visual aids used in teaching, such as pamphlets, booklets or other printed materials, film and filmstrips, tape recordings, slides, photographs, charts, exhibits and recordings.

This discussion is limited to printed materials since so many problems exist in organizing, classifying and evaluating them.

Obtaining Free Safety Materials

Administrative policies of the school in regard to procurement procedures should be written out and available to all teachers. In the majority of cases, requests should proceed through regular channels of communication inquiring first at the local distributing agency.

The most beneficial sources include: (1) local and state departments of education, (2) local and state departments of public safety, (3) local and state safety councils, (4) professional organizations and (5) semi-commercial and business agencies. Most of the above sources will supply reference lists of all materials they have available for distribution. The first two sources may supply valuable pamphlets, booklets, posters, and bulletins pertinent to particular safety problems in specific areas of interest. These are often supplemented with the most recent scientific findings.

Professional associations are excellent sources for numerous materials. In general, the educational viewpoint is emphasized and the quality of content is on a very high level. Examples of such associations include: National Commission on Safety Education of the National Education Association, American Association for Health, Physical Education and Recreation, and the National Safety Council.

Semi-commercial and business agencies include insurance companies and trade associations. A specific education division often is designated to handle such requests for these agencies. Examples of semi-commercial and business agencies are: American Automobile Association, Association of Casualty and Surety Cos., Aetna Life Affiliated Cos., Ford Motor Co., General Motors Corp., Liberty Mutual Insurance Co., Metropolitan Life Insurance Co., Lumberman's Mutual Casualty Co., and All-State Insurance Co.

Problems of Selecting Materials

Once materials have been received, the problem of selection begins. The most troublesome factor in selecting free materials for school use is determining their educational value. This is a serious matter when one considers the influence that it may have upon the persons who use it. The content of the material is of prime importance, but there are other pertinent points to be considered. A list of criteria for the selection of printed materials in health education has recently been developed by the author and Clifford A. Boyd, "Improving the Elementary School Health Program Through the Use of Free Resource Material," *Journal of School Health,* January, 1957. With minor revisions, the same criteria applies to materials concerning safety. These standards for judging include:

1. Publication.
   a. Title—is it explanatory, appropriate, vague or misleading?

to page 37

Dr. Damron is associate professor, College of Physical Education and Health, University of Florida, Gainesville, Fla.

Have Gun—

A concise outline for teachers to use in discussing firearms safety with elementary or secondary students.

Out of sight—
but not reach!

In the home, not headlines

Firearms usually found in home:

- Hunting—usually rifles and shotguns
- Target—rifles, pistols and shotguns
- Home protection—most often pistols
- Collector or souvenir—usually rifles or pistols

Respect firearms

- Handling and demonstrating
  - Treat every gun as if it were loaded
  - Point the muzzle in a safe direction
  - Remove the magazine (if it has one)
  - Don't trust the safety—it should always be "on" but it's always possible for it to be inoperative
- Cleaning
  - Treat it as if it were loaded—point in safe direction
  - Open action
  - Keep other people away if possible
  - Check for proper functioning of all parts
  - Lubricate properly
- Storage
  - Out of reach and sight of children
  - Unloaded and uncocked
  - Locked up if possible
  - Guns and ammunition stored in different places
  - Clean
  - Ammunition out of sight

Hazard-free hunting

Types of firearms used in hunting, target, skeet and trap shooting:

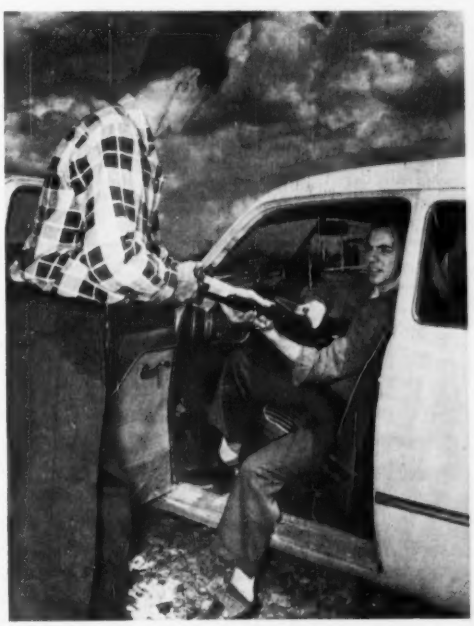
- Rifles and pistols
- Shotguns—do most damage at close range; involved in half of all field firearm accidents

A packet of firearm safety information, ***Nine Ounces***, is available to teachers. Includes: ***Firearms—A Presentation Outline***; ***Hunter Safety Handbook***; ***Hunter Safety Instructor's Guide***; a magazine article, "Making Hunting Safer;" and a booklet, "Telling the Story of NRA." For student distribution there are 20 copies of a folder, "Guns Don't Hurt People, but Sometimes People Do—with Guns," and 10 copies of a home firearms checklist. Available free from the National Rifle Association, 1600 Rhode Island Ave., N. W., Washington 6, D. C.

Won't Trifle!

- Intentional discharge — accidents caused by zone of fire, visibility or mistaken identity.
  - Zone off area when hunting with group
  - Vigilance in swinging on game
  - Adequate backstop
  - Recognition of game—positive identification
  - Eyesight checks
  - Contrasting colored clothing
  - Good light conditions
- Accidental discharge
  - Falling
    - Always carry gun so muzzle can be controlled
    - Don't climb, jump, run or step over fence with loaded gun
    - Keep barrel free of obstructions
    - When footing is bad, unload or open the action
  - Transportation
    - Unload firearms before putting in car, while in car and until outside car
    - Guns, not in use, or for any reason unattended, must be unloaded
  - Handling
    - Check safety before loading
    - Don't point at anything you don't intend to shoot
    - Don't handle by muzzle
    - Keep fingers away from trigger
    - Don't use as club, prod or prop
    - NO horseplay
    - Unload completely before cleaning or adjusting
    - Stow it securely
- Additional precautions
  - Guns carried into camp or home must be unloaded
  - Barrel and action must be clear of obstruction
  - Carry only ammunition that fits your gun
  - Never climb a tree or fence or jump a ditch with a loaded gun
  - Never pull a gun toward you by the muzzle
  - Never shoot a gun at a flat hard surface or surface of water
  - Check state laws governing firearms.

Always keep those gun muzzles pointed in a safe direction with fingers away from trigger. Don't handle by muzzle.



This is a way to have trouble when taking gun from a car. Unload gun before getting into (and while in) a car.

The Title Page

Books and pamphlets of interest to safety educators

By Lois Zearing
Director, NSC Library

Drivers and Driving

Physical and Mental Requirements for the Driver's License. Prepared under research grant from the Shell Oil Co. 1959. 23pp. Center for Safety Education, New York University, Washington Square, New York 3, N. Y.

A summary of pertinent laws and regulations of states and other governmental jurisdictions with related professional recommendations.

Fire Protection

Danger in Your School. 1959. 4pp. Write to Kemper Insurance, Advertising Department, 4750 N. Sheridan Rd., Chicago 40, Ill. Single copies available upon request from Kemper Insurance or any of its representatives. Superintendents or administrators may obtain a sufficient quantity to cover schools under their jurisdiction. Please mention number of schools.

A check list to be used as a guide to make a temporary evaluation of the safety conditions in the school.

Fire Prevention Education. 1958. 63pp. New York State Education Department. Published by Bureau of Elementary Curriculum Development and the Bureau of Secondary Curriculum Development, The New York State Education Department, Albany, N. Y.

A bulletin to help schools' curriculum needs for instruction in fire prevention.

Sports

Protecting the Health of the High School Athlete. Committee on Injury in Sports. 21pp. American Medical Association, 535 N. Dearborn St., Chicago 10, Ill.

A guide for organizing a high school sports injury conference.

Safeguarding the Health of the High School Athlete. A joint statement of The Committee on Injury in Sports of the American Medical Association and the National Federation of State High School Athletic Association. 1959. 2pp. American Medical Association, 535 N. Dearborn St., Chicago 10, Ill.

A check list to help you evaluate five major factors in the health supervision of the high school athlete.

Television

Teaching by Television. 1959. 87pp. Ford Foundation, Office of Reports, 477 Madison Ave., New York 22, N. Y.

A report on the experiments used as a basic part of the daily instruction in schools and colleges.

Washington County Closed-Circuit Educational Television Project. Progress Report. 1959. 50pp. Board of Education, Hagerstown, Maryland.

Thirty months of reports giving growth and development of teaching through the medium of television.

IMPORTANT NOTICE!

EVERY month the mail to the National Safety Council is filled with thousands of requests from school children for general safety material. The Council has been happy to fill these requests, with the conviction that such cooperation had a real part in emphasizing the importance of safety to each young correspondent.

Now, however, the volume of requests has reached such a point that we are no longer able to handle them. Therefore, we urge teachers to discourage their pupils from writing to the National Safety Council for safety material.

Instead, we suggest your pupils write to their local or state safety councils for information relating to the various phases of safety. This will not only facilitate service to them, but it will provide them with an opportunity to learn about the resources of their own communities and states which are actively engaged in the fight against accidents.

safety education
data sheet no. 91

Home Lighting

Quick, accurate seeing is an important means of preventing accidents, particularly around steps and stairways, and in areas where machinery or sharp instruments will be used. Good lighting will help to insure quick and certain seeing.

Light the Way

1. The safe home has ample light outdoors from street and driveway to entrance, and throughout the interior from basement to attic. Use of a 150-watt projector floodlamp or a 100-watt lamp in an angle reflector, switch-controlled from within the house and garage, and set under the eaves will provide protective lighting between the garage and house as well as yard or garden lighting.

2. Ample entrance lighting makes your coming and going safer. Special lighting should be provided for any steps in the path from street or driveway to front door. Brackets, that provide downlight on steps are preferable, placed at each side of the door, with minimum watts of 40.* If just one doorway lighting fixture is installed, locate it on the lock side of the door. With an attached porch, a suspended lantern with a minimum of 40-watts should be placed on the ceiling. Clear glass panels in brackets or in a lantern should be avoided, since lighted bulbs behind clear glass proves more blinding than helpful.

3. Use a shielded fixture with a minimum of 40-watts at the top and bottom of all stairways. Control it by a three-way switch so the light can be turned on and off from both floors. A semi-indirect fixture should be mounted close to ceiling to avoid seeing the bulbs when descending stairs. Make certain no bare bulbs are visible while descending stairs. This sudden "blinding" can cause a misstep.

4. A three-way wall switch at the entrance to each room should control at least one light within the room, so that one never has to walk across a darkened room.

5. In living rooms, a ceiling center fixture provides most practically, at last for the modest home, (a) soft background lighting for more visually comfortable use of portable lamps, (b) lighting for game tables in center of room without need to move portables, (c) convenient overall room light upon entering and (d) flexibility in room's atmosphere for varying occasions. Have a minimum of 150-watts, filament, or 50 to 60-watts, fluorescent, for small rooms of 150 to 200 square feet. Generally, a fixture should be hung not less than 7 feet 6 inches above the floor.

6. Table and floor lamps are needed to insure desirable amounts of light for sewing,

**Ed note: These figures throughout the data sheet are the minimum amounts of light suggested. The sufficient quantity of light will depend greatly on the room and colors of walls, ceiling and floors, since some colors reflect great amounts of light and others greatly diffuse lighting.*

Besides soft background lighting, individual lamps with about 40 watts are comfortable and needed for work such as reading, sewing or writing.

Direct light on sink, range and counters keeps both food and fingers from burning.

reading and other seeing tasks. The light source should be not more than 30 inches distant. Table lamps should provide a minimum of 100 to 150-watts filament, or 30 to 40-watts fluorescent, and floor lamps, 150 to 500-watts filament or 32-watt, fluorescent. Lamp lighting proves more comfortable, less spotty and better for the eyes when walls and floor are sufficiently lighted to avoid high brightness ratios between the immediate eye work and the surroundings.

7. Low-wattage night lights plugged into wall electric outlets in bathroom and hall will provide safe seeing to those moving about the house at night. Eyes which have been adapted to the dark for more than 15 minutes can see objects in very dim light. Conversely, turning on a bright light when eyes are dark-adapted can cause missteps before the eyes can adapt to the sudden brightness.

8. The handling of sharp knives and other instruments in the kitchen makes accurate seeing a necessity. Servicable kitchen lighting means there must be (a) light distributed generally about the room and (b) light specifically directed on work areas: sink, range, counters and dining table. Ceiling fixtures of 150-watts filament or 80-watts fluorescent will provide general illumination. For task lighting, 60-watts is sufficient or for fluorescent, 10-watts per running foot.

9. In the laundry, light directly over the washing and ironing locations is an important safety measure, particularly where moving machinery is involved. Fingers or clothing are more apt to get caught in moving machinery when light level is low or one is working in shadow. A single, conventional ceiling fixture cannot properly light areas such as wash tubs, ironing boards, ironer and counters. A minimum of two fixtures is necessary with 150-watts, filament or 40-watts fluorescent.

10. Even more potential danger exists in the handling of tools in the workshop and garage, particularly if electric saws, drill presses, sanders, etc. are in use. Ceiling fixtures of 150-watts filament, or 80-watts fluorescent will provide general illumination. For task lighting directed at moving machinery, 60-watts is sufficient or 10-watts, fluorescent, for every foot of work bench.

11. Lamps for sewing, reading, writing or other handwork should be placed on the side opposite the hand used so that the hand will not cast its shadow over the work.

Safety in the Bathroom

12. The most important lighting in the bathroom is that which is provided at the mirror. Light is needed at the bathroom mirror for both shaving and make-up. Shaving becomes a difficult task when the conventional fixture is placed directly over the mirror. Such an installation illuminates the glass and the top of one's head producing grotesque shadows under the eyes, nose and chin. Therefore, it is not the mirror which should be lighted but the face in front of it.

13. The ideal lighting is light entirely around the mirror. This method seems not too far in the future. At present, the best method is brackets on each side of the mirror, about 5 feet 6 inches from the floor. Either filament bulbs of 60-watts or fluorescent tubes of 15-watts, may

For shaving and make-up, fixtures on both sides of mirror help prevent nicks on chins and crooked lipstick lines.

be used. Where only one fixture can be used, have a shaded fixture over-the-mirror.

14. Unless a bathroom is very small (less than 60 square feet) it should have a ceiling fixture. If a small budget necessitates a choice between a ceiling fixture and mirror lights, choose the mirror lights.

15. Enclosed showers should have a vapor-proof ceiling light (60 watts, filament) controlled by a switch outside the compartment.

16. A floodlight left on outdoors and an inside light visible from the street are good insurance against thieves and mischief makers. A time switch to turn the outside light on and off automatically will take care of the situation when you are away from home.

17. Keep a stock of spare bulbs on hand. Replace all burned out lamp bulbs or tubes.

18. Keep a flashlight in operating condition or candles at a handy location for emergencies.

Selected Information Sources

19. Safety Education Data Sheet No. 9, *Electric Equipment,* National Safety Council.

20. Consult your local power company for *See Your Home in a New Light,* an illumination guide, prepared by General Electric Co.

Prepared for the National Safety Council by the Lighting Information Committee of the Better Light Better Sight Bureau in cooperation with the Illuminating Engineering Society.

Safety Education Data Sheets available are:

#429.04
-19 Alcohol and Traffic Accidents
-78 Amateur Electricians, Safety for
-26 Animals, Domestic
-37 Animals in the Classroom
-57 Auto Shop (Rev.), Safety in the
-66 Baby Sitting
-49 Bathroom Hazards
- 1 Bicycles
-18 Camping
-14 Chemicals
-59 Chemistry Laboratory, Safety in the High School
-86 Cigarette Fire Hazards
-80 Counselors and Helpers in Summer Camps
- 6 Cutting Implements
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- 9 Electric Equipment
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-34 Electrical Storms, Safe Conduct in
- 5 Falls (Rev.)
-60 Farm Mechanics Shop (Rev.), Safety in the
- 3 Firearms
-25 Fireworks and Blasting Caps (Rev.)
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-12 Flammable Liquids in the Home
-61 Floors in the Home
-20 Gas, Cooking and Illuminating
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-91 Home Lighting
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- 2 Matches
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-55 Motor-Vehicle Speed
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-82 Office Safety
-65 Part-Time Jobs: Food Handling, Safety in
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-10 Pedestrian Safety
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-40 School Parties
-83 Sheet Metal Shop, Safety in the
-17 Sidewalk Vehicles
-84 Skiing Safety
-28 Small Craft
-71 Sports: Baseball, Safety in
-77 Sports: Basketball, Safety in
-72 Sports: Football, Safety in
-75 Sports: General Practices, Safety in
-54 Summer Jobs: laborers, home yard, service-stations
-45 Summer Jobs—Farm
-27 Swimming
-15 Tools, Hand
- 4 Toys and Play Equipment
-89 Track and Field Events
-33 Traffic Control Devices
-48 Unauthorized Play Spaces
-88 Vision and the Driver
-76 (Bad) Weather Conditions Safety in
-39 (Bad) Weather: Hazards, Precautions, Results
-90 Wearing Apparel, Flammability of
-56 Welding and Cutting Safely
-30 Winter Driving
-32 Winter Sports
-58 Winter Walking (Rev.)
-46 Wood Shop, Safety in the

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forum-in-print

Empire Builders—

What type of authority should a safety education supervisor have in the structure of school administration? This oft-discussed question was pitched to educators and here's what they said. What do you say?

George W. Denemark, dean of education, University of Wisconsin-Milwaukee, Wis.

THE authority of the effective supervisor stems from the quality of ideas which he represents and the quality of the personal relationships he establishes with teachers and principals. Authority derived from administrative status and administrative sanctions is unlikely to help in the task with which the supervisor is most concerned—the improvement of instruction. The authority to tell and to inspect for compliance does little good because our focus is on change in the classroom and in the teacher.

Such change comes about, not as a result of what good things teachers are told or required to do, but rather as a result of the things they come to believe in sufficiently strongly to implement in their own practices. All who are familiar with schools and teachers know that the curriculum is fundamentally a function of what teachers understand, believe in, and do, rather than what supervisors and administrators may plan for them to do.

This suggests that the supervisor needs the freedom to work cooperatively with a group of teachers, not the authority to tell them what to do. He needs the kind of work climate in which he is viewed as a consultant and resource person available to a staff to help them with their problems, rather than perceived as an outsider coming in to check on whether or not a centrally established program is being followed. His job is basically one of helping teachers find out, rather than one of telling.

Such a concept of supervision makes skill in human relationships and group procedures and skill in research and study techniques the basic tools of the supervisor. School administration may foster the effective use of these tools by providing time for cooperative work and encouraging a climate which does not view as fatal, mistakes made in the process of finding out. Once teachers can come to believe that the supervisor is there to help them do better what they want to do, to help them work out their own answers to the problems of teaching and learning, the matter of authority will be back with ideas rather than with people's status —back where it belongs●

Edward Lewis, safety and civil defense coordinator, Stockton United School District, Stockton, Calif.

IN TOO many fields today people are trying to build empires by grabbing more and more authority. Because safety is an area where immediate action is sometimes essential to prevent serious injury, the safety supervisor may slip in the unfortunate direction of becoming a dictator. He then defends his gross actions in the name of safety.

Good counseling for a principal, foreman or employee is far better than rough enforcement. Additional authority is not needed for the safety supervisor. He should teach employees how to do a job better, rather than order them not to break a rule. It is better to have instructions —rather than rules.

We like to consider safety as part of the job. An employee who is having trouble needs help, just like a person who is always coming in late. *Supervisor* is, perhaps, a poor term to use in connection with safety. It places the safety man "over" other employees, and sometimes builds up antagonism. Let the safetyman be called a *coordinator* who works *with* people, and teaches them the safe and the right way of doing things. All employees working together to build a better team make a safety program with two-way communications—and a lasting effect●

Or Essential Positions?

James G. Henery, principal, Binns & Georgian Heights Schools, Columbus, Ohio

IT IS obvious to say that safety education supervisors need the type of authority in the structure of school administration that will enable them to be most effective in promoting safe living for boys and girls.

Although the structure of the supervisor's authority and responsibility is vitally important, I am much more concerned with the personal authority and effectiveness of the supervisor himself.

As in any area of the curriculum, the classroom teacher is the vital key to effective learning. Therefore, in safety education, the supervisor who helps the classroom teacher see the need for safe living, who provides interesting and vital safety education resource materials and, who alerts all school personnel to immediate and peripheral safety needs, will have the best type of authority●

Norman J. Gore, assistant superintendent, Decatur Public Schools, Decatur, Ill.

THE chief obligation of the administrator is to provide the optimum conditions for learning. In the area of administration and curriculum this necessitates an organization which best provides balance between the various facets of the child's experiences—each of which is very important in his training. In order to maintain this balance the matter of authority needs to be evaluated carefully.

In our school system we believe that the safety education supervisor should be in the same position of authority as the supervisor of music, art, teaching aids, etc. We believe that the principal in the building is the educational leader for his staff. In the elementary school the principal is responsible to the assistant superintendent in charge of elementary schools and at the secondary level the principle is responsible to the assistant superintendent in charge of secondary schools.

Our educational philosophy is that change in curriculum comes about to the extent that the individual changes through gaining knowledge and through experiences which make up his living. Therefore, rather than look upon the *authority* of the safety supervisor, we look upon the *counsel function* of safety supervisor to work with the principals and teachers in groups and on an individual basis. This, we believe, is all the "authority" needed to get a good learning situation for safety in each class room●

Richard VanHoose, superintendent, Jefferson County Public Schools, Louisville, Ky.

IT IS my opinion that a supervisor of safety education is just what the name implies—a supervisor. The term *supervisor* does not carry administrative or executive authority. If this type of authority were accorded the safety education supervisor, the whole concept and purpose of safety education would fall apart. It would become imposed mandates for safety rather than education for safety.

Until principals and teachers are thoroughly sold on the need for safety education, there will be no safety education. It is the job of the supervisor to so inspire, encourage and lead that each of these individuals acquires that inner sense of responsibility that compels him to provide satisfactory safety education. This inner drive does not come from authoritarian mandates, but from leadership and inspiration provided by good supervision—and good supervision is not imposed authority.

Safety education provides countless opportunities for learning democratic ideals. To supervise it undemocratically would be to limit its own virtues and to return the role of supervision to that of critic and inspector●

turn page

from page 27

Charles Lemmel, supervisor, driver education, Department of Public Instruction, Dover, Del.

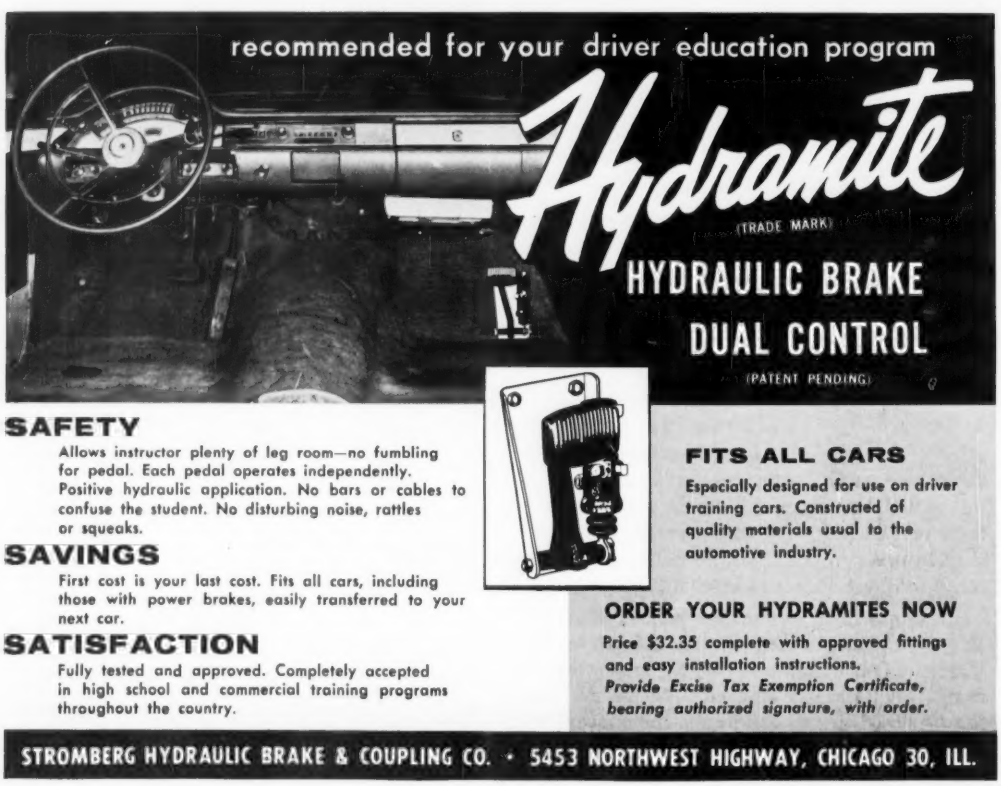
IT IS my conviction that if a school system deems it important enough to create a position within its administrative structure known as Safety Education Supervisor, then it is only fitting that the person appointed to this position be granted sufficient authority to carry out his job of developing an effective safety education program.

I do not mean to imply that simply by granting the safety supervisor certain prerogatives that the school system will be assured of an outstanding safety program. However, I do feel that if he is given certain authorities, these will assist him in his job of trying to develop a safety consciousness on the part of all individuals throughout the school system. Perhaps they will also be an aid to him in selling the community on the virtues of safe living.

Just how much power should be granted? Space does not permit a detailed list of the specific authorities I feel a safety supervisor should have. However, at the risk of sticking my neck out with a general statement relative to the authority he should have, here goes:

Generally speaking, with one exception, I would want the safety supervisor to have the same status and authority as any other supervisor within the school system. This exception is that he would be authorized to stop immediately any unduly hazardous activity being carried on anywhere within the school system. I can foresee that with this authority, under extreme circumstances, he might find a situation so critical that it would be necessary to order a school building immediately evacuated and perhaps closed until a particular hazard or hazards had been eliminated.

I would naturally qualify the above by saying that the safety supervisor should and would in most instances first discuss the problem with the principal of the school involved, and perhaps the superintendent, before taking action on the necessary steps to correct the situation●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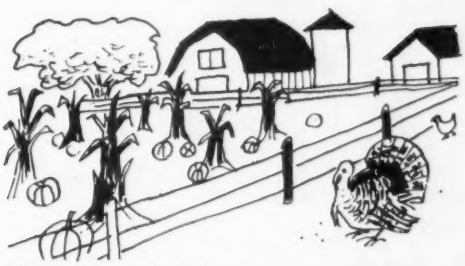
S-1645-A

lower elementary safety lesson

Fall Safety Stories



Fall is a wonderful time.
We help rake leaves.
The air smells good.
The days are cool.
Thanksgiving is on the way.
Now our parents and teachers have some special things to tell us about being safe. Here are some stories that tell us what that is.

Be Safe at Dusk

Boys and Girls: Read and talk about each story. Then play the game of writing a word on the line under each picture to make the sentence true. The correct words are at the bottom of the next page.

November is a fall month.
It gets dark very early.
It is hard to see people at dusk.
Dark clothing cannot be seen.
White clothing is better.
Choose a word for the blank in the sentence under the picture. (warm, white, dark)

Wear something _____ _____ when it is dusk.

Sometimes it rains hard in the fall.
Boys and girls wear rain coats and rain hats.
Can you see well out of your hat?
Sometimes they carry umbrellas.
If you hold your umbrella down, you cannot see ahead.
Choose a word for the blank in the sentence under the picture. (down, open, up)

Hold your umbrella _____ so you can see ahead.

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Prepared by James Mann, principal, Hubbard Woods School, Winnetka, Ill.; past general chairman, Elementary School Section, National Safety Council.

Some More Fall Stories

Daddy gets his gun ready to go hunting.

Will you play with it? No—that would be very dangerous.

Sometimes you find a bullet or a shell.

You cannot be sure if it has been fired.

Only grown-ups can be sure.

What should you do?

Choose the right word to put in the blanks under the picture. (gun, look, play)

Do not play with a real _____

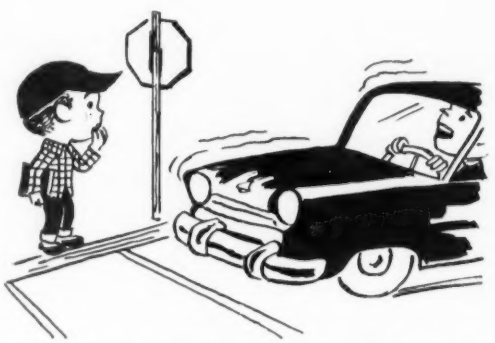
If you find a bullet or a shell, have a grown-up _____ **at it.**

When it is rainy or foggy, watch traffic very carefully.

Remember that cars cannot stop quickly when the pavement is slippery.

Wait until you are sure they can stop. Then cross the street.

Choose the right word for the blank in the sentence. (stopped, go, slide)



When it is slippery, wait until you are sure cars have _____

Here are the words for the blanks in the sentences below the pictures.

WHITE UP HAT GUN LOOK STOPPED

Did you have them all right? Read your sentences and talk about what they mean. Take your sheets home and tell Mother and Daddy what you have learned.

November 1959

upper elementary

safety lesson

S-1645-A

Thanksgiving in the Country

This is a story of Tim and Julie who spent Thanksgiving at their grandfather's farm. It has many suggestions for fall safety. Can you find the safety ideas and use them to answer the "Safety Quiz" on the next page?

Tim and Julie arrived early at Grandfather Mitchell's on Thanksgiving morning. Gramps, as they called him, had just finished dressing the turkey and was chopping wood for the fireplace.

As Tim and Julie watched, he said, "Stand well back. A piece of wood might fly up and hit you."

He placed the log solidly against a heavy chopping block. He looked over his shoulder to see if his ax would be clear of any overhanging branches. After he finished, Tim felt the edge of the ax and said, "Gee, Gramps, this ax is really sharp."

Grandfather replied, "Yes, son. A sharp tool is safer than a dull one but you must be careful with it."

After the wood was carried in, Grandfather took his gun from a locked cabinet. He said, "Who wants to go to the woods with me?"

Of course both Tim and Julie did. Julie asked, "What are we going to do?"

"There is a hawk that has been bothering my chickens. I want to get rid of him," said Grandfather.

He gave each of the children a yellow hat and put one on his own head. (They knew what this was for.) "Walk behind me," said Grandfather.

As they walked through the woods, Grandfather said, "Watch out for this hole," or "Be careful you don't trip over that root." When he pushed a branch away from his face, he would hold it firmly until the next one in line could get a good hold on it. "Could put an eye out," he said.

They came to a wire fence. Tim and Julie watched with interest while he "broke open" his gun and held it carefully away from him as he crawled

through the wires. "This way it can't go off accidentally," he said.

They did not see the hawk, so they turned back toward the house. As they walked along, Tim and Julie began to discuss the things they had learned about safety that morning.

What did you learn? Turn the page and do the Safety Quiz.

Published by the National Safety Council. Price $.28 each for 10 to 49 subscriptions; minimum order 10; lower prices for larger quantities; order by stock no. 461.01—2. Write the Council, membership department.

Prepared by James Mann, principal, Hubbard Woods School, Winnetka, Ill.; past general chairman, Elementary School Section, National Safety Council.

SAFETY QUIZ

You have read the story, *Thanksgiving in the Country.* Now fill in the blanks with answers based on the safety hints in the story. After you finish, discuss the answers in class. (Answers may be more than one word.)

1. _____ from someone who is using an ax.
2. When chopping wood, place the wood solidly against a heavy _____.
3. Be sure there are no _____ overhead to _____ the ax.
4. According to Grandfather, _____ tools are less dangerous than _____ ones if one handles them right.
5. All firearms should be kept in a _____ cabinet.
6. Always wear something _____ while hunting.
7. Always stay _____ the person carrying the gun.
8. Watch out for _____ or _____ while walking in the woods.
9. When there is a branch overhead, _____ it for the person walking _____ you.
10. When crossing a fence always _____ the gun while you crawl through or over the fence.

MORE FALL SAFETY HINTS

1. Wear something white if you are out after dusk or in the rain.
2. Hold your umbrella *up* so that you can see, hold your rain helmet *aside* when crossing a street so you can see.
3. If caught out after dusk, walk your bicycle home.
4. Watch traffic when the streets are wet and slippery. Cars cannot stop quickly on wet pavements.
5. If you find bullets or shells, remember that they may not have been fired. Leave them alone and tell an adult.
6. Don't play with any kind of explosives. This includes shells, fireworks and blasting caps. All are very dangerous.

ANSWERS FOR SAFETY QUIZ: Stand well back; block or log; branches—catch; sharp — dull; locked; yellow; behind; holes — roots; hold — behind; break open.

S-1646-A

November 1959

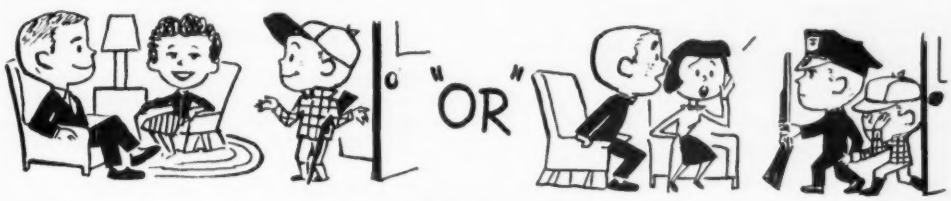
junior high school safety lesson

Hunting Hazards

Look at the Poster Picture Above

What major dangers are present? Does the desire to be a "successful hunter" cause some people to forget the danger in certain situations? The dangers shown in the poster are: 1. the bullet could go over or through the squirrel and hit the automobile driver, 2. the bullet could hit the pavement, ricochet and endanger other drivers or people on foot and 3. the bullet could ricochet off the car and hit another person. In some states, shooting near a highway is illegal.

Safety in hunting boils down to this question: Would you rather come home empty-handed, or, risk maiming or killing someone?



Test Yourself

To find out how much you know about firearms safety, take the following test. But before you do, find out who the class "hunters" are. Then, when the test is completed see if the hunters scored better than the "non-hunters."

1. In order to be seen better, all hunters should wear red.
True_____ False_____

2. More firearms accidents occur in the home than in the woods or fields.
True_____ False_____

3. The killing or injuring range of a rifle firing a .22 short cartridge is more than three-quarters of a mile.
True_____ False_____

4. The first thing to do when picking up a gun, is to point it in a safe direction.
True_____ False_____

5. Shotguns loaded with small shot do not have a "danger" range beyond 200 yards.
True_____ False_____

6. The highest death rate from firearms is among males 15 to 24 years of age.
True_____ False_____

7. The maximum danger range of a gun is always much greater than the effective range (the distance at which the shooter can expect to hit a target or kill game consistently).
True_____ False_____

Answers

1. False—yellow is a better color. 2. True. 3. True. 4. True. 5. False—the danger range may be up to 300 yards. 6. True—but don't forget, people below and above those ages are injured and killed too. 7. True.

Test the Test

No. 1. Red *was* thought to be the safest color for hunters. Recent research, however, indicates that yellow is a far more effective color. Dr. Art Heinsen, president, California Optometrists Association said in *Family Weekly*, Oct. 5, 1958:

"We have been working on this for a long time and are convinced that many accidents can be avoided by the simple expedient of changing the safety color in hunting gear from red to yellow."

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Prepared by Dr. Vincent McGuire, associate professor, Secondary Education, University of Florida, Gainesville, Florida.

Dr. Heinsen offers this safety scale of colors, rated from zero to a perfect score of 67:

yellow	64
orange	38
plaid	26
green	20
red	17
blue	11

Note the difference between yellow and the generally accepted safe color of red.

Discuss this problem by touching on the following topics:

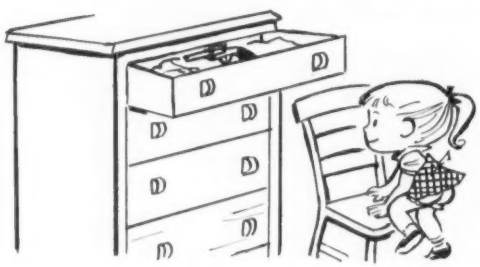
(a) What game animals or birds or parts thereof might appear red under certain lighting conditions?

(b) Will red appear to be red in the late afternoon shade of a dense forest? Will yellow show up more?

(c) Do your community stores still offer red hunting clothes or are they selling yellow clothing for hunters?

No. 2. What are some of the reasons that more firearms accidents occur in homes than in the woods or fields? List safety rules that would cut down on home firearms accidents in regard to the following:

a. storage of firearms
b. storage of ammunition
c. small children and "harmless-out-of-date" guns
d. horseplay with firearms
e. cleaning firearms
f. The responsibility of the mother for firearms and ammunition safety.



No. 3. Bring an empty .22 calibre short cartridge box to class and read the warning on the box about the danger zone.

No. 4. What does "controlling the muzzle" of a gun mean? Using a yardstick for a gun, have several class hunters pantomine the correct way to:

a. Pick up a gun
b. Cross a fence with a gun
c. Clean a gun
d. Get acquainted with an unfamiliar gun

No. 5. Ask a member of a sporting goods store or a rifle club member to give a talk using blackboard illustrations on the range, velocity and pattern of shotguns.

No. 6. Discuss the reasons for the 15 to 24 year old age group's having the highest death rate from firearms accidents. Cover the following:

a. Why are more males than females killed?

b. Does the above mean that girls need not bother about learning how to handle firearms safely?

c. What can you as a group do to cut down on this accident rate? List positive "action" steps each person should take.

No. 7. Have several classmates who are hunters and who are interested in mathematics give a chalk-board talk on the range of rifles—both "effective" and "danger" range. They could cover the following:

a. *Trajectory*—definition, and how it applies to bullets.

b. *Ricochet*—definition, and how the angles in geometry can be used to explain this danger.

c. *Gravity, apogee, acceleration of a falling body*—in regard to shooting straight up in the air with a rifle.

Defective Guns Are Costly

Some people in their eagerness to acquire a sporting arm think they get a bargain when they pay a cheap price for poor grade or second hand firearms. Such weapons may be extremely dangerous and can be literally "death traps."

To make sure of a "good" and "safe" purchase, guns should be carefully inspected by a qualified person, such as a member of the National Rifle Association or a local gun club. A defective gun could have a missing trigger guard—thus causing the gun to go off unexpectedly when the trigger is hit by a branch or part of the body. Such guns could have a faulty breech, causing powder ash to fly in the shooter's eyes.

It is far, far cheaper in the long run to make sure that a gun is in good working order, even if it costs a little more.

Careless Transportation of Firearms

Careless transportation of firearms includes such things as, carrying them loaded in a car or placing them in a car where they might bounce or pick up dirt and sand that could cause malfunctioning. Using the incorrect calibre of ammunition is another danger to watch out for.

Learn firearms safety and don't become "No. 1 on the Hit Parade."

November 1959

senior high school safety lesson

S-1646-A

Adults *Should* Know Better

In the poster above at least three potential dangers are obvious: (1) the bullet could go over or through the squirrel and hit the automobile driver, (2) the bullet could hit the pavement and ricochet endangering other drivers or people on foot, and (3) the bullet could ricochet off the car and hit another person. In some states, hunting near a highway is illegal.

As you look at the picture, you may think that the situation is dangerous because the boy is too young to know any better—a "grown-up" would never make such an error. *You're wrong!* Each year youngsters, young adults, men and women commit *grave* errors in firearms safety. In 1957, for example, more than 2,200 people were killed in firearms accidents. More than half of these were 25 years or older.

No one *wants* to shoot another person or get shot himself, but the fact remains that a moment of carelessness is all it takes to cause a tragedy. A really "grown-up" person is constantly on the alert to prevent such careless moments. You are in the age group, however, that suffers most from firearms accidents. What can you do to cut down on firearms accidents?

Hazard Hunt

Directions: Listed below are four descriptions of situations involving the use of firearms. See if you can (1) find at least three saftey violations in each and (2) list the rules that should have been followed. Remember, read carefully—*use only the information provided.*

1. Bill and Jim were trudging through the snow hunting rabbits. Each boy had a 16 gauge shotgun. As they came into an open meadow, a rabbit raced to a pile of dead brush in the center of the field. Bill started running for the brush pile, but in his excitement he slipped and fell. Jim yelled,

"Hurry up, we can still get him. You go around the right side and I'll circle from the left. Stay close to the brush pile and shoot as soon as he runs."

Violations:

A._____

B._____

C._____

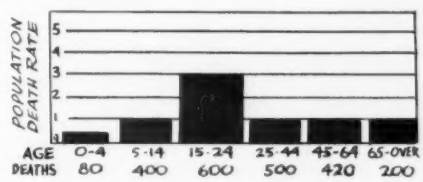
Safety rules to follow:

A._____

B._____

C._____

2. Ruth was helping her mother with the housekeeping. As she cleaned the den, she came across four .22 cal. cartridges lying on a shelf. She yelled,



"Mother, where should I put the bullets Pete left on the shelf?"

"Gracious, did that boy leave ammunition lying around?" asked the mother.

"Oh, it's all right, they're duds. I remember Pete said they wouldn't fire. Yes, here on the back of each you can see where the firing pin hit but the bullet didn't explode."

"Well," said the mother, "I don't know much about firearms or ammunition, and I hate to handle them. Put them in with the other bullets Pete has for his other rifle."

Violations:

A._____

B._____

C._____

Safety rules to follow:

A._____

B._____

C._____

Published by the National Safety Council. Price $.28 each for 10 to 49 subscriptions; minimum order 10; lower prices for larger quantities; order by stock no. 461.01—4. Write the Council, membership department.

Prepared by Dr. Vincent McGuire, associate professor, Secondary Education, University of Florida, Gainesville, Florida.

3. Tom and Dan were quail hunting. Although they didn't have a dog, their chances of getting some game were pretty good because of the abundance of quail in their area.

As they moved cautiously forward through the tall grass, snow began to fall. The wind increased in velocity until the driving snowflakes laced the air with a film-like whiteness. Tom said,

"Be careful. Better push your safety off and be ready to shoot fast because when the quail fly up we won't be able to see them except for a moment."

"Don't worry," said Dan, "I borrowed this 12 gauge automatic from a friend. This is the first time he's let me use it, but he says it can really get shots off in a hurry."

The boys moved forward cautiously.

Violations:

A. _____

B. _____

C. _____

Safety rules to follow:

A. _____

B. _____

C. _____

4. Judy and Steve bought tickets to a turkey shoot. The rules of the "shoot" consisted of 15 marksmen shooting at individual targets. Any person scoring nine bullseyes out of 10 shots would win a turkey. All the contestants loaded their automatic rifles with 10 bullets each, and at a signal from the person in charge began shooting.

Carefully aiming, Judy began to hit her target dead center. Suddenly she exclaimed,

"I think I got nine bullseyes with nine shots!"

She pushed the safety on her rifle and holding it carefully ran forward to examine her target.

Steve wasn't doing as well, and was wishing he had practiced more often.

Violations:

A. _____

B. _____

C. _____

Safety rules to follow:

A. _____

B. _____

C. _____

Answers

1. After falling in the snow, always check your gun to see that it's in good working condition and that the muzzle is not plugged with snow; never run with a loaded gun; don't use a firearm as a club or ever hit anything with it; *never* circle toward a companion when hunting.

2. "Dud" cartridges should be disposed of safely and immediately; "dud" cartridges are always potential dangers; women should know something about firearms and ammunition; "dud" cartridges should never be put with "other" cartridges—in fact, cartridges of different sizes or calibers should never be mixed.

3. Never take the safety off your gun until you're about to shoot; never shoot unless there is good visibility and never hunt with a borrowed or unfamiliar gun until you have carefully practiced with it first.

4. Never leave the firing range until all contestants have finished, the range officer has given orders to cease fire, to leave firearms with action open and gives the signal for shooters to examine targets. Never leave any ammunition in the firearm when finished, or carry the firearm to the target—place it on the gun rack. Don't run to the target line—walk.

Test Yourself

Directions: Place a check mark by the *best* answer.

1. When hunting, the safest color to wear to avoid being mistaken for game is:
   a. red _____
   b. green _____
   c. yellow _____

2. Joe was showing his friend a foreign-made gun. The friend:
   a. picked up the gun and, after a few seconds, was able to open the action and see that it was unloaded. _____
   b. asked Joe if the gun was unloaded before he examined it. _____
   c. asked Joe to open the action and show him it was unloaded, before he examined it. _____

3. Mike and Ted were hunting and came to a fence. They:
   a. placed their guns under the fence, flat on the ground and then crossed the fence. _____
   b. leaned their guns against the fence, walked 30 feet down the fence line, and climbed over there so the shaking wire wouldn't disturb the guns. _____
   c. unloaded their guns and crossed the most convenient way. _____

4. If you're just starting to learn about firearms, the best rifle to use is a single shot bolt action type because:
   a. it's stronger and sturdier. _____
   b. the safety is bigger. _____
   c. the action is easy to examine to see if it's loaded or not. _____

Answers: **1-C (See the January, 1958 issue of *Safety Education*); 2-C; 3-C; 4-C.**

Evaluating Free Materials

from page 19

b. Author's reputation — does the person or organization have the facilities and experience to do good writing?

c. Date of publication—is the information recent enough to be up to date with rapid changes in health and safety education?

2. Mechanical Construction.
   a. Size—is the piece of material large and clumsy to handle? Is it too small or of odd size enough to antagonize the user?
   b. Binding—will the material stay together under constant use?
   c. Paper—is the paper of good grade and of dull finish so eyestrain will be minimized? Will it withstand repeated use?
   d. Format—does the material have an attractive appearance? Is it well illustrated?

3. Content.
   a. Does it meet the real need of those to be taught?
   b. Is the content arranged in a logical sequence?
   c. Is the information discussed complete and up-to-date?
   d. Is the wording and phraseology used within the comprehension of those who will use it?
   e. Is the amount of space devoted to the various topics in proportion to their importance?

4. Illustrations.
   a. Are the illustrations sufficient in number to enable comprehension of content?
   b. Do the illustrations support the information discussed?
   c. Are charts, diagrams and graphs used to aid understanding?

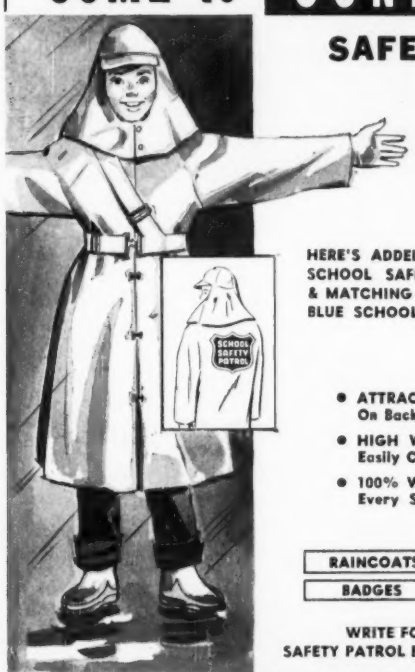
5. Aids in the use of printed materials.
   a. Is there a table of contents? Is it brief and well organized?
   b. Are there suggestions for teacher use?
   c. Are there any special student helps such as a guide, illustrations or glossary of terminology?

6. Use of the piece of material.
   a. Is it suitable for class use?
   b. Should it be used for reference purposes only?
   c. Does it fit the objectives of your course of study?
   d. Should each student have a copy?
   e. Is the sequence of information arranged in accordance with the laws of learning?

If free printed materials meet these standards even generally, one can be assured of the value from an educational point of view.

to page 39

COME to CONNEY with CONFIDENCE



SAFETY PATROL

Raincoats

with DISTINCTIVE

SCHOOL PATROL EMBLEMS

HERE'S ADDED PROTECTION, IMPROVED APPEARANCE AND COMFORT FOR YOUR SCHOOL SAFETY PATROL. THE ALL-RUBBER "*CONNEY-COAT*" SET, RAINCOAT & MATCHING CAPE CAP, in BRIGHT SAFETY YELLOW COMPLETE WITH A BRILLIANT BLUE SCHOOL PATROL EMBLEM SHIELD ON BACK.

DISTINCTIVE CONNEY-COAT SETS
Assure You The Finest Patrol Raincoats

- ATTRACTIVE PATROL EMBLEM On Back of Every Coat
- HIGH VISIBILITY YELLOW Easily Cleaned With Damp Cloth
- 100% WATERPROOF RUBBER Every Seam Vulcanized
- GRADUATED SIZES 12 to 20 Consult Chart on Order Blank
- MATCHING CAPE CAP As Pictured at Left
- YEAR ROUND PROTECTION Against Weather & Traffic

COMPLETE PATROL SUPPLIES

RAINCOATS	BELTS	FLAGS	ARM BANDS
BADGES	PATROL BOOTS	EMBLEMS	CAPE CAPS

WRITE FOR SAFETY PATROL BROCHURE

SAMPLES PROMPTLY SUBMITTED UPON REQUEST

Conney Products Co.
FOND DU LAC, WIS.

NEW PRODUCTS

"POZ-TIV" DOOR CHECK

Noisy slamming classroom doors and mashed fingers can be prevented with this anti-slamming device known as "Poz-Tiv" Door Check. The door check not only prevents accidents or injuries from occurring, but it also becomes a Self-Teacher, since a door cannot be closed by a child unless the proper, minimum pressure is exerted in closing. In operation, as the door is forcibly moved toward the door jamb, the buffer arm engages the slide which is automatically pushed upwardly, thereby permitting the buffer arm to engage the back plate shoulder and prevent closing of the door. As the door backs up slightly from the impact, the slide drops again to its lower position. The door may now be closed slowly by engagement of the buffer arm with the slide which causes downward movement of the buffer arm to substantially vertical inactive position. Klingler's Poz-Tiv Door Check, 620 S. W. 46th Ave., Miami 44, Fla. (Item 1)

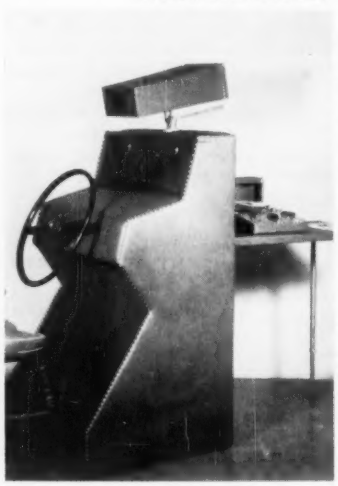
"SIDEWALK SAFETY SIGNS"

A new set of miniaturized traffic signs, sized for children riding tricycles, scooters, wagons, etc., adds realism to play "driving" and teaches basic highway safety painlessly. Each Sidewalk Safety Sign kit contains four typical signs: "School Speed Zone," "One-Way," "Stop," and "RR Crossing." Vertical standards with metal feet are provided for each of the four signs. The back of the carton is a large eye-catching "Detour" sign. The carton's interior platform is printed with essential driving accessories: a driver's license, a toy vehicle license plate and illustrated safety rules. Clever Things, Inc., Suite "B," Eswin Bldg., Cincinnati 18, Ohio. (Item 2)

FIRE ALARM SYSTEM FOR SCHOOLS

A comprehensive folder is now available on Autocall's new and advanced Type SA Fire Alarm System for Schools. Important among the many advantages of the system is Autocall's double supervision feature, which automatically causes a trouble bell to ring in the event of any kind of failure or interruption in either the primary alarm or extra supervision circuit. With this arrangement, any system failure cannot go unnoticed. Other features covered are: automatic reset, automatic fire department summons, heat-actuated alarm devices, cadence-coded alarm signals, a lighted hall feature and provisions for easy expansion of the system with school additions. The Autocall Co., Shelby, Ohio. (Item 3)

DRIVER-RATER



This testing device is a compact but heavy duty steering wheel unit incorporating a series of eight psychophysical tests for determining driver deficiencies. The unit tests for brake reaction time, color vision, visual acuity, glare resistance, night blindness, depth perception, field of vision, and driver coordination. Several unique features are included, one of which is that each examinee receives his own reaction chart, calibrated in hundredths of a second and showing the number of feet traveled at various speeds when braking. Results of the entire battery of tests are posted to individual score sheets. Educational Device Co., 24 Hillside Ave., Suffern, N. Y. (Item 4)

SAFETY EDUCATION—NEW PRODUCTS NOVEMBER, 1959
425 N. Michigan Ave., Chicago 11, Ill.

Please send me more information on the items circled below:

1 2 3 4

Name .....

Title .....

Address .....

City ..... State .....

Evaluating Free Materials

from page 37

Using this list of criteria as a basis for judging, materials should be reviewed and classified for use. One form, mimeographed on 3″ by 5″ cards, that has been highly successful for this purpose, is as follows:

Date of Publication _____

Publisher _____

Source _____

Title _____

Rating: Excellent ( ); Good ( ); Average ( ); Poor ( ) Check One

Classification: Primary ( ); Grade 4 & 5 ( ); Grade 6 & 7 ( ) Check One

Summary _____

For best results, three to ten such cards of the same printed matter should then be summarized and placed on one card. These cards should be placed in a master file. An example of such summaries is:

Source	*Title*	*Rating*	*Grade*
National Commission on Safety Education NEA 1201 16th Street, N.W. Washington D. C.	Safety in Physical Education for the Classroom Teacher	Excellent	4-7

Summary: This pamphlet was prepared to help classroom teachers in elementary schools who are responsible for the physical education programs in their classes. It suggests procedures to follow in providing a safe environment for the child.

In addition to the standards for judging safety materials mentioned by Dr. Damron in his article, some other aids available are:

"Criteria for the preparation of safety education materials for schools," published originally in SAFETY EDUCATION, is available from the National Safety Council. Single copies free. Although prepared primarily for the guidance of non-school agencies who wish to prepare safety education materials for schools, it is useful for school people in evaluating materials.

Choosing Free Materials for Use in the Schools, published by and available from the American Association of School Administrators, NEA, 1201—16th St. N. W., Washington 6, D. C. Price $.50. Although not specifically for safety education, the advice can well be used in selecting materials for this area.

The National Commission on Safety Education, NEA, has a service through which producers can send their printed materials or films for evaluation by a panel of educators. Those recommended are then distributed through a packet service by the Commission.

From an administrative point of view, the best way to make use of these quality-type free materials is to designate some person to develop this project. This person should be qualified and interested in the task. His responsibility could be to (1) design a functional administrative plan for getting the job done, (2) serve as a liaison between teachers, administration and all source agencies, and (3) encourage and motivate teachers to participate in the selection process and in suggesting other valuable and new materials.

Space limitations do not permit a complete listing of all sources and materials available to teachers and administrators. However, a selected list of sources and evaluations of printed materials has been developed by the author through teacher training classes in safety education. A limited supply is available upon request and would provide an excellent starting point for developing a master filing procedure. Continuous work along this line would provide an elaborate collection of pertinent printed materials that would help in teaching situations concerned with safety at any grade level.●

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SAFE—no chance of a breakdown
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$25.00 for automatic transmission **$30.00 for standard transmission**

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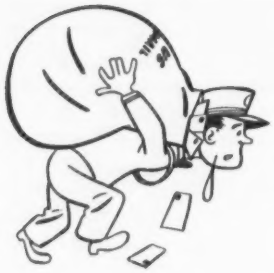
1. Give make, model and year of car.
2. Indicate whether standard or automatic transmission.
3. Number of units.
4. Enclose check for full payment, or school purchase order.

Automatic transmission, $25.00; standard transmission, $30.00. Shipments by Railway Express, F.O.B. Detroit. (3% sales tax for Michigan purchases.)

Most models interchangeable by changing bracket available from stock

PORTABLE DUAL CONTROLS, INC.
624 New Center Building TRinity 1-2300
Detroit 2, Michigan



Mail Box

Substitute, but safe

Fall River, Mass.—I just received the September issue of SAFETY EDUCATION Magazine and was very pleased with it.

We lost an elementary school by fire this summer. It was deliberately set and the person caught and sentenced. Enclosed is a quick letter we sent to all children in the former school. The police and motor vehicle department are working for us as well as the newspapers on this.

"Dear Boys and Girls:

On Sept. 9, you will start attending a school that will be new to you. The safest way to and from this school will also be new. I hope you will sit down with Mom and Dad and study this map and choose the safest way to go to school."

"Dear Parents:

On the inside of this letter is a map prepared for the safety of the pupils and for your convenience. This map shows the suggested route for those living west of Broadway. When crossing at the intersection of Broadway and Columbia Streets, your child should be instructed to press the pedestrian button—WAIT—until the red and yellow lights are on *together* and then the child should *walk* across the street. Whenever possible, a police officer will be at this intersection. At other times, children will cross Broadway under the direction of the School Safety Patrol."

Richard Hayden, health director,
Fall River Public Schools

You're welcome

Morton Grove, Ill.—Thank you for using one of the prize winning entries in the Niles Township Safety Council's Safety Poster Contest for your September cover.

Alvin F. Friedman, president
Niles Township Safety Council

Extinguish the extinguishers

Baytown, Tex.—Recently our Board of Trustees received a statement from our local fire marshal to the effect that the carbon tetrachloride fire extinguishers which we have in our school buildings and buses were dangerous and should not be used.

These fire extinguishers bear the National Fire Underwriters' Label and were purchased with the understanding that they were safe and provide good protection for fire hazards. Is this correct?

George H. Gentry, superintendent
Goose Creek Consolidated Independent School District

Ed note: Carbon tetrachloride in original state (as found in fire extinguishers) is toxic. Furthermore, the products of decomposition when used as a fire-extinguishing agent, are also toxic, even more so than in their original state. For this reason, the National Safety Council recommends that carbon tetrachloride not be used as a fire-extinguishing agent in confined spaces. The UL label means that the fire extinguisher as well as the agent comply with certain specifications for reliability in putting out a fire. We do not condemn the use of carbon tet as a fire-extinguishing agent. However, we recommend that all carbon tet extinguishers in schools and school buses be replaced with other suitable extinguishing agents. A suitable substitute would be carbon dioxide of dry chemical.

Coming, In December

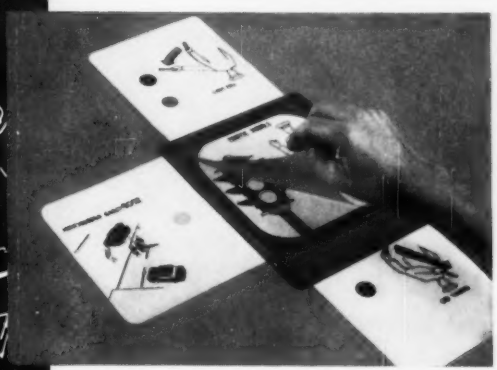
Do you plan AHEAD—as the current saying goes?

If so, December is coming up fast and you'll soon be involved in next month's lesson plans and programs.

Why not include or correlate with your daily lessons some of our next month's features planned for SAFETY EDUCATION Magazine? Here are the highlights of the December issue:

- Correlation series article on safety in physical education
- The way a school safety patrol got motorists to slow down around their school
- Suggested safety activities for college safety councils and student organizations
- Safety education supervisors' work sheet outlining monthly tasks and projects for a city school system
- Data sheet on welding and cutting safely
- Educators discuss where college leadership should be placed for effective safety programs
- Reports and remarks from the National Safety Congress

THE DRIVER SAFETY TRANSPARENCY SERIES



TRANSPARENCIES, WITH OVERLAYS, MAY BE WRITTEN UPON WITH A CHINA MARKING PENCIL TO INTRODUCE NEW OR SUPPLEMENTARY IDEAS DURING THE DISCUSSION.

AN EXCITING NEW APPROACH TO DRIVER TRAINING AND SAFETY EDUCATION

Positive attitudes toward highway safety are successfully developed via this completely new visual training approach never before utilized in the driver training field.

The DRIVER SAFETY TRANSPARENCY SERIES is a complete, effective and amazingly versatile training program presented with an overhead projector. *It is invaluable for initial training, re-training and attitudinal training of teen-age, adult and professional drivers.*

The DRIVER SAFETY TRANSPARENCY SERIES utilizes large, heavy gauge multi-colored plastic transparencies with attached overlays to illustrate progressive traffic situations and safe driving techniques. Overhead projection, from the front of the room, enables instructors to face audiences, conduct group discussion and observe reactions.

Educational institutions, industry, insurance companies, government agencies, the armed forces, civic groups and others interested in promoting highway safety will find the DRIVER SAFETY TRANSPARENCY SERIES to be an indispensable new addition to their driver safety training programs or driver education classes.

For complete information and illustrated literature, write to . . .

SEE US AT BOOTH 28 — 47th National Safety Congress & Exposition
October 19-23, 1959 — CONRAD HILTON HOTEL, CHICAGO, ILLINOIS

THE COMPLETE SET INCLUDES 106 BASIC TRANSPARENCIES, 144 OVERLAYS, DETAILED INSTRUCTION MANUAL AND STURDY CARRYING CASE.

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OUR BUSINESS IS YOUR CHILDREN'S SAFETY

Safety and GRAUBARDS' have always been synonymous. We here at GRAUBARDS' consider it our personal responsibility to see that the public, specifically the children in our schools, are protected by the use of the right kind of protective equipment. We carry a complete line of safety patrol items. Pictured here are just a few of these many articles. Let us help you enforce traffic rules in your home town and school!

High Visibility All Rubber Raincoat Sets

Available in WHITE, YELLOW and BLACK. Personalized with your School or City Name as illustrated or with Insignia of Lions, Kiwanis, Rotary, Legion, and others.

"Approved for complete rain protection by Safety Councils, Auto Clubs, School Authorities, Police Depts., P.T.A. and Civic organizations throughout the Nation."

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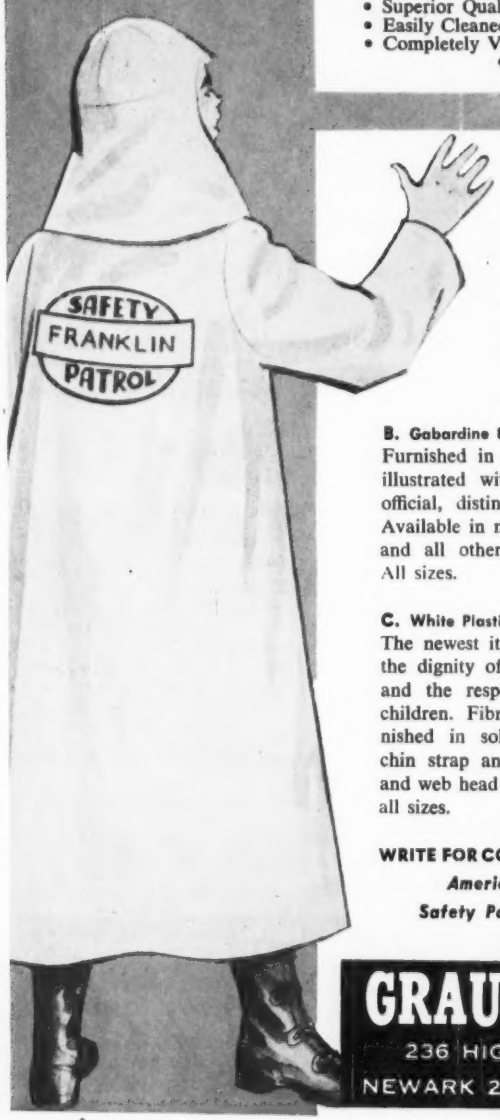
- Superior Quality
- Easily Cleaned
- Completely Vulcanized
- High Visibility
- Full Cut "Patrol" Sizes
- Absolutely Waterproof
- Suitable in All Seasons
- Complete Rain Protection



A. Overseas Caps No. 80
Inexpensive Caps that will lend dignity and uniformity to your patrol. Made of top quality Gabardine, with leather sweatbands. Trimmed with contrasting color Braid. All sizes.

A. Overseas Caps No. 80

B. Gabardine 8-Point Caps No. 70
Furnished in eight point style as illustrated with strap. Gives an official, distinctive appearance. Available in navy blue from stock and all other colors on request. All sizes.

B. Gabardine 8 Point Caps No. 70

C. White Plastic Helmet No. 90
The newest item in assuring both the dignity of the patrol member and the respect of the younger children. Fibre plastic helmet furnished in solid white, including chin strap and adjustable leather and web head band. Adjustable to all sizes.

C. White Plastic Helmets No 90

WRITE FOR COMPLETE CATALOG

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Safety Patrol Outfitters

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236 HIGH STREET
NEWARK 2, NEW JERSEY

Printed in U.S.A.

411.03-119

SAFETY EDUCATION CHICAGO, ILL. NOVEMBER, 1959 Vol. 39, No. 3 Section 2

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WAIT!

WAIT!

make sure of your

LINE OF FIRE

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